DOCUMENT RESUME

ED 246 243 CE 039 283

AUTHOR	Outman, Bob; And Others
TITLE	Allen ISD--Community Education Adult "Right to Read" Program. Collin County Adult Literacy Council. Special Project Report.
INSTITUTION	Allen Independent School District, TX.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	12 Jul 84
NOTE	159p.; Document contains light type.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Community Education; Illiteracy; Reading Instruction; Tutorial Programs; *Tutoring; *Tutors; Volunteers; *Volunteer Training
IDENTIFIERS	310 Project; *Right to Read; Texas (Collin County)

ABSTRACT

Materials are provided on an adult right-to-read program for Collin County developed by the Allen Independent School District Community Education department. Narratives by the district coordinator, program director, and volunteer director set forth administrative considerations, general guidelines, information on evaluations and tutor training, a list of materials used, and information on management of volunteers. Following the 14 pages of narrative are extensive appendixes. The first appendix is an outline of the history of the program. Appended materials on the literacy council include a model for membership selection, an outline for asking someone to become a member, an invitation for membership and enclosures, agendas and minutes, bylaws, articles of incorporation, and committee reports. These materials dealing with program management are provided: job descriptions for staff, sample forms, and information for tutors. Appended student materials include a sample agreement, information sheet, instructional plan, and objective plan. Tutor materials include a sample agreement, registration form, objectives of tutor training, a tutor training packet, and tutor training outline and overheads. Awareness and recruitment materials are also provided, including news releases and brochures. (YLB)

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Allen ISD--Community Education
Adult "Right to Read" Program

TEXAS EDUCATION AGENCY
SPECIAL PROJECT REPORT

COLLIN COUNTY ADULT LITERACY COUNCIL
July 12, 1984

Submitted by: Allen ISD Community Education
--Bob Outman, District Coordinator
--Ruth Pringle, Program Director
Right to Read
--Carolyn Latimer, Volunteer Director
Right to Read

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Allen ISD - Community Education
Adult "Right to Read" Program

Narrative - Bob Outman, Director Allen ISD Community Education

The first thing I would like to tell other administrators starting or considering an Adult Literacy program is that the program develops slowly due to the inherent nature or characteristics of the program. For example: Recruiting students that cannot read takes away some of the most common means of advertising. Also, an adult entering the program usually goes through stages of readiness before they work up the courage to come forth. In addition, providing one to one instruction requires recruiting tutors and training them before starting classes. All this is meant to say, don't get discouraged if you don't start out with a bang; our first recruiting effort netted only two students. ALSO, don't start unless you plan to make it a permanent program.

In our situation, in close proximity to other cities in Collin County, we found it to our advantage to develop a program for Collin County. However, if you decide to implement your program on a county or city level I strongly suggest you consider employing a multisponsor strategy.

Functional illiteracy is such an unbelievably massive problem that one central program, no matter how big, can significantly recruit and reach those students wanting the program and the necessary number of volunteers. The strategy we have employed is recruiting multiple sponsors for the program in each community.

In essence they become a separate program, responsible for recruiting the students and tutors, scheduling their own facilities etc; they operate and own the program. The Allen ISD staff provides guidance, training, materials and assistance with on going supervision, similar to a Co-op. The beauty of this strategy is that it puts the responsibility for recruiting on the sponsor, such as a church. That pastor will have far more success in recruiting from his congregation in his city than if a stranger came in and asked for help. People will be more willing to come forward as either a student or tutor if it's a program sponsored by their church and they get the credit in the media, etc. The best part of this strategy, regardless if the local sponsor is a church, industry, library, etc..is that it leaves a greater amount of time for the staff to concentrate on instruction.

The major problem you will encounter and have to overcome is disbelief that there are that many adults that cannot read. After you have overcome this disbelief you will have to overcome the automatically assumed stereotype of a functionally illiterate, namely a person from a minority group who is as dumb as a rock. This can be overcome through talking, talking and talking whenever you get a chance to anyone who will listen. The fact is the majority of our students are white, intelligent and have good jobs.

The Literacy Council is a necessity. The membership will provide the entrance to many potential sponsors and to many potential resources. The council increases the credibility of the program and its chances for successful fund raising. Application should be made for Federal 501 (C) (3) Non Profit Status as soon as the council if off to a good start.

Also, a good council like a good team takes time to develop; start with carefully selected people and go through training together to become a team.

The pay off of having this program has been intrinsic, namely teaching people how to read and write; but it has also paid off in media coverage, increased credibility, awards, etc.

Last thought--professionalism among volunteers is needed to maintain individual motivation and to improve overall program success. Tutor and staff development is continuous. Provide many avenues for training such as Co-op meetings, conferences, monthly meetings, local training sessions on individual topics, etc. A tutor who is trained and feels expertise in being a volunteer tutor, who receives constant support and recognition and feels part of something important, will not only do a great tutoring job but will be your best advertising for future tutors.

Allen ISD--Community Education
Adult 'Right to Read' Program

Narrative - Ruth Pringle, Director, Right to Read

Commitment, patience and many hours are required to begin and maintain an adult literacy program. Always keep in mind that the student may well not try again if he/she does not get started right.

An understanding of adult learners and how they must be treated needs to be the top priority. The attitude of the staff toward the student sets the pattern for tutors working with the student.

Our volunteers ordinarily contact us through the Community Education brochures and the Information Referral offices. Some contact us after an article has come out in the paper. Others have friends already working in the program. There is a job for all who volunteer but not all volunteers tutor. However, by matching the students and tutors carefully, nearly all of the volunteers become tutors.

Continued support from the staff and/or Volunteer Supervisor is the key to keeping tutors. Recognition and appreciation of all volunteers is needed; however, tutors need to feel that they have someone to talk with about student problems. We have over thirty tutors trained and only one has indicated she may not return in the fall. Some of the tutors will begin their third year.

The retention of students has not been a serious problem for us. The tutor is the one person responsible for keeping the student. As long as the tutor has support and feels good about his/her work, the tutor will remain in the program. An adult student must know that someone cares or he/she will leave with the first frustration. The tutors keep in constant contact with their student. (See Tutor Training)

Guidelines, information on evaluations and tutor training and a list of materials that we use, follow these comments. Please contact us and we'll exchange ideas!!! We are continually looking for materials and ideas to improve our literacy program.

GENERAL GUIDELINES

1. Match the students and the tutors; do not simply assign as they come into the program. Make sure that both understand that the staff should be notified immediately if any problems develop.

2. Do not allow a student who has contacted the program to be "put on hold". Register and talk with the student, arrange for an evaluation, and match the student and the tutor. If a tutor is not immediately available, space out the contact, registration and evaluation so that the program remains in contact.

3. Work (with few exceptions) only during the school year. Volunteers and students alike think of summer as free time. Attendance will be poor.

4. Do not start a student after the first week of April. The minimum amount of time required for students and tutors to see positive results is two months.

5. Make sure the tutors really listen to the students; not what they say but what they mean. The material may need to be changed, help may be needed in a specific area, or the student may feel the tutor or the material is going too quickly or slowly. Example: A student talked about money, pay checks, savings accounts and finally, checking accounts for two sessions. The tutor asked if he had a checking account and found one of his major objectives was to learn to write a check correctly.

6. Encourage the tutors to use ideas of their own to work with the students. They know their student far better than any of the staff do.

7. Impress upon the student that his/her tutor is a volunteer and what this means.

General Guidelines Cont.

8. Impress on the tutor that a student is also a "volunteer", can and will leave if not progressing and above all, he/she is an adult with adult responsibilities. Example: Construction workers will have irregular attendance in the spring due to job responsibilities (earning a living for their family comes first).

9. Never, never allow the staff to forget the tutors are volunteers. Training to begin tutoring is essential, occasional workshops or meetings are necessary, but keep the paperwork down and the meetings to a minimum.

10. Let each and every student know:
a. every aspect is confidential,
b. no pictures will be taken nor names released nor quotes made without the permission of the student--this is very important because some of the students are in a position in their job, family or community in which everyone assumes he/she can read.

11. Let each student know that he/she is not the only individual around that needs help. In fact the use of the "1 in 5" statistic amazes the students.

12. When possible, a coffee break or social time is a very positive self-confidence builder. "Those people don't look or act dumb. Those tutors aren't much different than we are!"

Any social contact is a plus to the student. Our 'End of the Year' picnic impressed on the tutors and students alike, the large number of people in the program. The small groups are rarely aware of all the other groups working. Tutor: "I can't tell the students from the tutors." Families mixed well and both the tutors and the students were proud to be in the program.

13. The program's most valuable asset (to recruit students and tutors) has been the outstanding cooperation of the coordinators of the Community Education Departments of the public school systems in the county. The program has been in the brochures mailed to homes throughout the

county. In addition, the various coordinators have made rooms, etc. available locally for classes. Volunteers and students may call locally which is not as traumatic as making a long distance call to someone they don't know.

14. Having community education coordinators aware of our program and its objectives also helps in the area of public relations. We are not trying to "cut" into the existing programs. We are filling a need that these programs cannot possibly be expected to handle. Some of our students have had the program recommended to them by coordinators who work with Adult Basic Education and GED. These students would have been "dropouts". We will work with the students on basics so they can confortably compete in the ABE and GED programs. They will be referred to these programs to continue their education. Our dropout rate is very low. Personal one to one attention really pays off for these nonreaders.

15. Although public school association is valuable, school has been a symbol of authority and past failure for many students. Local sponsors other than schools (churches, clubs and industries) should also be recruited.

16. Council selection is critical. We selected diversified areas of expertise that we felt could contribute to a good growth pattern for the program. Specific individuals in each of these areas were contacted. Three contacted did not become council members but chose to help in other ways, such as having brochures printed or preparing a comprehensive media list for our use. All of the others contacted became members of a vital functioning council. As an example, the business and industrial representatives can help in getting the message of the program out into the community and a counselor can aid in staff and tutor development.

EVALUATIONS and REGISTRATION

We have found the Baltimore County Design Evaluation, Cambridge, to be valuable. We also use the San Diego Reading Test and the Informal Reading Inventory Test. Many of the evaluations are inaccurate however, due to lack of self confidence and anxiety and so must be considered only as one tool with the registration information of equal importance. Several of the questions on the registration form are 'jumping off' points to aid in reassuring the student that he/she will be treated as an adult and in the staff discovering information that will aid in pairing the student with the best tutor available.

TUTOR TRAINING

(An absolute necessity 7 plus hours)
See Tutor Training material follows

Tutor Training Must be Concentrated in Two Areas

I. We are helping adults learn. Adults all have similar problems - that of being spouses, parents, church and or community members. Illiterate adults have many additional problems but all are adults and must be treated as such.

II. We must help the adult student to have a good self concept. No learning can take place until student knows he or she is not stupid and will not be put down if a mistake is made. The number one reason for failure is fear of trying. We try to place tutors and students together who have like interests and who compliment each other. Tutors and students work together closely and must like and respect each other. Impress upon the tutor the necessity of immediate contact with a student that has not notified their tutor prior to absence from a session.

We have had 33 tutors ready for students this past year. Only 28 have had students at a given time (total of 30 students).

MATERIALS

Types and Names

I. Baltimore County Design (Entering the Reader's World)--Sightreading material. All students start with filling out applications. From there, each student uses various material.

II. Conquest in Reading - Dr. Spello--Phonics material that uses Dolch word list (assumes some knowledge of alphabet and sound).

III. Structures and Techniques (Lift)--Solid, slow, methodical material for learning disabilities and those who have had severe trouble in school.

IV. SWAIN--Elementary sight material [we're trying this material to see how it works with adults, (no pictures, from DLM)].

V. More advanced students--Variety of materials by Steck-Vaughn, DLM, and Cambridge (particularly Spelling).

We use combinations of materials and once a student gets started, the student frequently directs lesson plans and brings materials to use.

Rules Not to Break

1. Always start student too low. Self-esteem must be built to a level such that mistakes can be made and everyone (including a new tutor) wants something positive to happen.

Rules Not to Break (con't.)

2. Almost any material brought in by the student or asked for by the student is better used and accepted than that provided by the tutor. And almost all tutors can direct reading, writing, and spelling processes on any material. To learn how to read, the student must read. The more reading done, the better reader the individual will become and the more self confidence will be gained.

3. All material must be directed toward giving the student what he/she wants. Functional material must be used.

4. Never, never teach the rules first. Help the students discover the rules from examples. (Rules are like "school" again, at which he/she probably failed the first time and does not wish to repeat).

Allen ISD - Community Education
Adult "Right to Read" Program

Narrative - Carolyn Latimer, Volunteer Director

In beginning an Adult Literacy Program, two of the most important virtues will be endurance and patience. It takes time to make things happen!

There needs to be the driver, someone that takes the responsibility to 'want' and 'feel' the 'real' need to take charge and to make things happen. The community or communities, whichever is applicable, needs to take an active role in supporting your program. With the employment of sponsors through churches, clubs, adult education (Community or others) , just to name a few, are the resources available to draw on. You can find the tutors and students that are needed to make up the program.

A literacy council formed inthe beginning of the program will only enhance the success of the program. A literacy council can do several things; it will help alleviate time consuming duties you probably won't have time to do, such as: advertise, inform the public of the need, recruit students, tutors, sponsors, and most important solicit funding. Who should these people be who serve the Council? Not all educators! You need a good mix of dedicated people who care; business executives, ministers, counselors, lawyers, judges, reading specialists and adult education administrators. We have 15 council members from each of the above catagories and more. You need a good representation in the area you are trying to reach.

The volunteer tutors are 'key' people who share in the success of the program. They should be people who want to share their experience and talents and make an impact on the lives of others.

Since this program is taught on a one to one basis, the tutor comes to mean a great deal to the student, and likewise, a student becomes a part of the volunteer's life. A relationship must develop between the two, but it is important that it 'always' remain a student/tutor relationship.

By the end of the training you provide for the perspective volunteers, you can be relatively sure if your new volunteers are tutor material. Remember not everyone who expresses a desire to tutor fellow adults, really should or can. Always bear in mind, though, that there are ways to serve the program other than tutoring.

At the conclusion of tutor training we have found it a 'must' for all volunteers to have observation time of an established class. In order to provide this with minimum disturbance to a tutor and student we've developed a "Helping Hand" system. We assign a new tutor to an experienced tutor. The responsibilities of the experienced tutor then become: to provide the new tutor the opportunity to observe the class for one or two sessions and to oversee the new tutor in case any problems or questions crop up the first month.

A topic that always seems to be at all the conferences I have attended is "Retention". Recently after returning from a workshop I had attended, I gave this serious consideration. I strongly feel the need to express my opinion on this. I've been out of actual classroom instruction on a regular basis for over a year. I can "brain storm" for all sorts of great ideas on how to keep students in the program. The truth is the role I play in supporting the students has little impact. The tutor is the one who has the biggest role in retaining the student. He or she must continually encourage the achievements of the student no matter how big or small. They will go on to become functionally literate. I am not saying it always is a tutors fault if a student drops out, but I am only trying to emphasize what an important part of the program the tutor plays. The support I give the tutor does impact what support they in turn give to a student.

An ideal support system we are striving for in the particular program is to have volunteer supervisors. One volunteer tutor or just a volunteer is asked to accept the responsibility of a particular location of classes in a community. (This of course depends upon size and circumstances). What a volunteer supervisor does depends on exactly what the needs are. In our situation this person becomes the laison between tutors, students, and staff. They are available to their assigned tutors for materials, questions, problems, and to hold tutor meetings. This role is valuable because as your program grows there will be times you need to have someone who can help take charge and the staff cannot be in three places at one time.

The three years I've been involved with the Adult Literacy Program has given me a great deal of personal satisfaction. It has become a program of which to be proud of. There are many ways in which there is always room for improvement so we must continue to be flexable to change.

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Allen I.S.D. Community Education
Adult Right to Read Program

Appendix:

I. History

II. Literacy Council
  - Literacy Council Membership - A Model for Selection
  - Literacy Council Membership - Outline for Asking
  - Invitation for Membership Cover Letter
  - Enclosure with Invitation - Existing Condition
  - Enclosure with Invitation - What Does Functionally Illiterate Mean?
  - Roster
  - Agendas and Minutes
  - Bylaws
  - Articles of Incorporation
  - Student Retention Committee
  - Evaluation Committee Report
  - Evaluation Committee 84 - 85 Recommendations

III. Program Management
  - Program Director Job Description
  - Volunteer Director Job Description
  - Volunteer Supervisor Job Description
  - Structure
  - Total Volunteer Hours Per Tutor for Year
  - Monthly Budget Report Form
  - Monthly Right to Read Report
  - Sponsor Agreement
  - What the "Right to Read" Program Expects of the Instructor
  - Information for Tutor - Student Requests
  - Pot Luck Supper
  - Staff and Volunteer Development Hours 83 - 84
  - Organizational Chart

IV. Student Information
  - Student Agreement
  - Student Information, Orientation and Assessment
  - Monthly Instructional Plan
  - Student Objective Plan

V. Tutor Information

- Volunteer Agreement
- Volunteer Registration
- Objectives of Tutor Training
- Tutor Training Packet (14 pages)
- Tutor Training Outline and Overheads

VI. Awareness - Recruitment

- Volunteer Request Form
- Student and Tutor Recruitment (6 pages)
- Flier
- News Release
  - Local Sponsor Release
  - General Information Release
- PSA
- Bookmark
- Brochure
- Feature Article Allen American Newspaper
- Release Frisco Newspaper
- Membership Article McKinney Newspaper
- Copy in Community Education Brochure

ALLEN INDEPENDENT SCHOOL DISTRICT COMMUNITY EDUCATION

HISTORY: Right to Read Program

September 1981 - Community Education Advisory Council forms task force to investigate Adult Illiteracy.

June 1982 - Community Education Advisory Council begins the Adult Right to Read program. The goal is to teach adults how to read and write, the target student is the zero level reader.
*Volunteers trained to tutor adults on one-to-one basis.
*Two students enrolled

October 1982 - Community Education Advisory Council receives the North Texas Council of the International Reading Association's award for 'Outstanding Literacy Advancement on the Local Level'.

January 1983 - Right to Read becomes an ongoing Community Education program.

July 1983 - Allen ISD Community Education is awarded a $15,000 one-year grant from the Texas Education Agency to organize a Collin County Adult Literacy Council for the purpose of creating public and private partnerships to expand the Right to Read program in Collin County. The grant is one of only three awarded in Texas. Membership of the Literacy Council attached.

November 1983 - Texas Education Agency monitor visit by Pavlos X. Roussos, Education Specialist II

...."I am confident that with the excellent support provided by you, Dr. Horn, and your staff, the literacy project will become another successful dimension for helping disadvantaged adults."

December 1983 - Governor Mark White of Texas

...."Community Education is a vehicle which should be used in expanding and improving adult literacy programs throughout our state."

January 1984 - Collin County Adult Literacy Council and Right to Read staff begin efforts to expand the program to multiple local sponsors in four target cities: Plano, Princeton, McKinney and Frisco

March 1984 - One local sponsor in each target city is recruited. Frisco local sponsor, Frisco ISD Community Education, begins classes. Fifteen students currently enrolled in the program.

"I really appreciate what the program has done for me. I don't have the words to say how much it's helped me." ....A student in the program for one year.

ALLEN INDEPENDENT SCHOOL DISTRICT
Community Education
Literacy Council Membership
A Model for Selection

I. Introduction:

"Desirable change cannot be shaped by outside forces alone; it must be internalized and activated by those directly affected by the change." Robert Chin.

Illiterate adults need change for the better. The Literacy Council is the logical vehicle for this change. However, to be effective and to have a lasting impact, the Literacy Council must have the skills and resources necessary to mobilize the public and private sectors to aide and compliment the LEA in its efforts. Therefore, membership on the Literacy Council must be based on those people who have the predetermined expertise which will help the Literacy Council in its efforts and/or those people which can mobilize and link various predetermined resources to the Literacy Council.

II. Determining Membership Selection

The composition and size of the membership is predetermined by identifying the various resources, linkages, expertise and other components needed to achieve the objectives of the Literacy Program. Once these needed resources and linkages are identified, it is a process of recruiting those people which provide the necessary resources and expertise.

METHODOLOGY: Meeting between the Community Education Coordinator and Project Director.

The Community Education Coordinator and Project Director, after careful review and discussion of the entire proposal, would focus their attention to the objectives of the Literacy Program. Careful study and analysis of each objective would determine what resources or expertise would be necessary to achieve that objective. A written list would be kept. Examples of questions that would be asked in reference to each objective include:

- -To successfully complete this objective, do we need linkages with, and/or resources from any other agency or organization?
- -What areas of the community will be impacted by this objective, and do we need to involve a representative?
- -Do we lack the skills necessary to effectively carry out this objective? Do we require, or can we benefit from expert assistance?

Note: Basing our recruitment of members on the Literacy Council because of the skills they possess is effective in the motivation of individual members; and therefore, the Literacy Council as a whole reaps the full benefit of his/her participation.

-Other General Considerations
  - +Geographic Representation
  - +Demographic Representation
  - +Who is currently working in this area?
  - +Who has a vested interest?
  - +Who has a political interest?
  - +Who can mobilize other volunteers?
  - +Who are the leaders in the community?
  - +Who is a good public speaker?

Knowing what it will take has determined who it will take to accomplish the objectives.

Note: The Community Education Coordinator and Project Director both have extensive knowledge of, and existing linkages in the county.

III. Recruitment to the Council

Knowing who we need on the council, we must successfully approach that person to become a member.

The first contact must be personal!

However, before this personal contact takes place, a self-evaluation must be completed.

- -What exactly am I asking of this person?
- -Why should this person join the Literacy Council?
- -What do we, as an organization possess that will attract this person to join? Credibility? Public Image?
- -What questions will the person ask about the Literacy Council, and the need for a Literacy Council?
- -Do we have a mutual acquaintance that might ask that person to join?

IV. Follow Up

V. Form Literacy Council

LITERACY COUNCIL MEMBERSHIP

I. Outline for Asking

Step 1 - Letter from Superintendent

Step 2 - Personal Contact
(Preferably by a mutual acquaintance if person is not familiar with a staff member)

Step 3 - Phone conversation

Introduction and brief background building:
- credibility and need for program
- speak directly to selecting and asking members to join Literacy Council for Collin County
- speak directly to the person if he/she would be interested in further information
- set up appointment, answer questions

*Before calling perform this self evaluation

- What exactly am I asking this person?
- Why should this person join the Literacy Council?
- What do we, as an organization possess that will attract this person to join? Crediability? Public Image?
- What questions will the person ask about the Literacy Council, and the need for a Literacy Council?
- Do we have a mutual acquaintance that might ask that person to join?

Step 4 - Mail Information

- cover letter
- existing condition, assessment of need
- what does Functionally Illiterate mean?
- Information on Literacy Council
  - purpose
  - structure
  - representation

Step 5 - Appointment

- be on time
- go as a team, 2 people
- be enthusiastic
- remind people of connection
- make brief presentation
- ask them to join
- quiet
- answer any questions

Step 6 - Follow up and set date for first meeting

ALLEN
INDEPENDENT
SCHOOL DISTRICT

Dr. John Horn, Superintendent

Dear

The Allen ISD Community Education department has received special funding from the Texas Education Agency for a special adult "Right To Read" program for Collin County. Because of your interests and experience, you have been recommended to serve as a member of the Collin County Literacy Council.

It is my hope that you will take a moment to reflect on the material enclosed and the importance of this program to the county and especially to those individuals who want and need this program.

You will be contacted in a few days by Bob Outman, Allen ISD Community Education Director, to discuss further the possibility of your serving on this council.

Sincerely,

Dr. John Horn, Ed.D.
Superintendent

JH:cl

AISD, 200 South Cedar, P.O. Box 13, Allen, Texas 75002 • (214) 727-5705 • 248-0313 (metro)

Allen ISD - Community Education
Adult "Right To Read" program for Collin County

EXISTING CONDITION - ASSESSMENT OF NEED

The data concerning adult illiteracy in the United States, Texas and Collin County is unbelievable.

- More than 34 million Americans are classified as functionally illiterate.
- 2 Million are considered completely illiterate.
- Approximately 17 to 20% of the adult population is classified as functionally illiterate.
- Collin County, using the 17% ratio, has more than 28,823 people classified as functionally illiterate (total population figures from local COG).

The need for additional literacy training is undeniable when you stop to consider one more startling statistic; of the millions of people nation wide and the 28,823 people in Collin County who need literacy training, only 2% of those people are now receiving training.

The pressing need is to reach the other 98% of this functionally illiterate population. The educational problem is not so much how to tutor these students, but the main stumbling block that needs to be addressed is how to effectively reach and retain that 98% of the functionally illiterate population who need training.

Before we can help these people to read, we have to get them into a class.

STATISTICAL PERSPECTIVE

Functionally Illiterate in Collin County

by City

City	*Jan. 1, 1983 -Population	17% Functional Illiterate Population
Allen	10,250	1,742
Celina	1,600	272
Farmersville	2,450	416
Frisco	3,950	671
Lucas	1,800	306
McKinney	17,800	3,026
Murphy	1,500	255
Parker	1,150	195
Plano	88,250	15,002
Princeton	2,300	391
Wylie	3,700	629
Collin County	169,550	28,823

*Estimates provided by North Central Texas Council of Governments.

Allen ISD - Community Education
Adult "Right To Read" program for Collin County

WHAT DOES FUNCTIONALLY ILLITERATE MEAN?

It means an individual (a fellow man or woman) who can not read and write on a level which would allow them to perform routine but vital functions of everyday life.

- Examples

- To read the help wanted ads
- Address an envelope
- To read a simple paragraph
- To read a label on food products
- To read street signs while driving a car
- To look up a name in a telephone book
- Fill out a job application form

ALLEN ISD COMMUNITY EDUCATION

COLLIN COUNTY LITERACY COUNCIL

Joe Cavazos 1703 N. Oak McKinney 75069 542-1648	Retired Optometrist LULAC representative
Mrs. Liz Moseley Vice-Chairman CCLC 729 Bush Allen 75002 727-3201	Moseley's Corporation 600 N. Tennessee McKinney 75069 542-1501
Mrs. Connie Eikenburg 901 16th Street Plano 75074 423-3115	Harrington Properties 422-1519 answering service
Bill Roberts 2513 Briarwood Dr. Plano 75074 424-4856	County Judge Collin Co. Courthouse 542-9441
Ms. Barbara Buehler	Allen Public Library #1 Butler Allen 75002 727-9174
Rev. Randy Stevens-Chairman CCLC 2000 W. White McKinney 75069 542-3079	Pastor-First Presbyterian 1700 Josephine McKinney 75069 542-6419
Billy Lewis 1735 E. 15th Place Plano 75074 423-4611	Capital Wire & Cable VP-Director of Purchasing Box 7, Plano 75074 423-6565
Ms. Dorothea Pasqua	Director-Cooke Co. Adult Ed Box 125 Valley View 76272 (817) 726-3244
Fred Moses 4540 Newcombe Plano 75075 596-0487	General Electric Supply Manager-Customer Service 11221 Pagemill Rd. Dallas 75243 343-5560
Ms. Lori Swanson	Mental Health Plano & McKinney Suite 106 2800 Regal Rd, Plano 75075 867-4330
Dr. Gerry Haggard	Reading, Title I & Language Arts 424-5602, 1517 Ave H-Coordinator, Plano ISD Plano 75074

ALLEN
INDEPENDENT
SCHOOL DISTRICT
ALLEN, TEXAS

Allen ISD Community Education
Collin County Literacy Council
Agenda
October 20, 1983

Meeting to be held at Allen ISD Administration Building--Map enclosed

9:45 AM -------------------- Coffee and Refreshments

10:00 AM -------------------- Meeting called to order
Welcome and Introductions

10:10 AM -------------------- "Can You Read Me?"
Video Presentation

10:40 AM -------------------- Current Status:
  Functional Illiteracy in Collin County
  Literacy Training in Collin County

10:50 AM -------------------- Collin County Literacy Council
  Why a Literacy Council
  Seven Crucial Questions
  Roles and Expectations

11:10 AM -------------------- Council Structure and Texas Education Agency Special Projects Proposal

11:20 AM -------------------- Council Comments

11:30 AM -------------------- Adjournment

ALLEN
INDEPENDENT
SCHOOL DISTRICT
ALLEN, TEXAS

Allen ISD Community Education
Collin County Adult Literacy Council
Agenda
November 17, 1983

Allen ISD Administration Building

'Brown Bag' Luncheon

11:15 AM	Coffee and Cold Drinks
11:30 AM	Meeting Called to Order
	Welcome and Introductions
11:40 AM	Minutes of October Meeting
11:45 AM	For Council Information:
	Current and Suggested Practices for Recruiting: Students Tutors
12:00 Noon	For Council Discussion:
	Ideas for Reaching and Recruiting Students Tutors
	Implementation
12:50 PM	Council Comments
	Date for Next Meeting
1:00 PM	Adjournment

Available for Viewing After Meeting ----'CAN YOU READ ME'
30 Minute playing time Video Presentation

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda
Thursday, December 15, 1983

Meeting to be held at Allen ISD Administration Building
200 South Cedar - Community Education Office (727-6022) - (423-9401)

11:15 AM	'Brown Bag' Luncheon, drinks furnishe
11:30 AM	Meeting Called to Order
	Welcome and Introductions
11:40 AM	For Council Decision:
	Election of Council President
11:45 AM	For Council Decision:
	Consent Item, Minutes of November Meeting
11:50 AM	Council Photograph
12:00 Noon	Kick Off and Implementation of Studen and Tutor Recruitment
12:20 PM	For Council Discussion:
	Raising the Priority of Addressing Adult Illiteracy in the Public and Private Sectors
12:40 PM	Committee Formation
	Address Retention of Students Once Recruited
12:50 PM	Council Comments
	Staff Commnets
	Date for Next Meeting
1:00 PM	Adjourn

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda
Thursday, January 26, 1984

Meeting to be held at Allen ISD Administration Building
200 South Cedar - Community Education Office 727-6022
423-9401

11:45 AM	Coffee & Refreshments 'Brown Bag' Luncheon
12:00 Noon	Meeting Called to Order Welcome & Introductions President, Randy Stevens
12:05 PM	Consent Item, Minutes of December Meeting
12:05 PM	Council Photograph
12:15 PM	Committee Report Retention Of Students in Program
12:25 PM	Funding Needed for 1984-85
12:35 PM	Recruitment of Tutors & Students, Master Plan -Update Local Sponsors & Program Organization -Update Volunteer Tutors -Update Recruiting Materi -Update, Who Does What
12:50 PM	Council Comments Staff Comments Date for Next Meeting
1:00 PM	Adjourn

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda

Thursday, Febraury 16, 1984

Meeting to be held at Allen ISD Administration Building
200 South Cedar - Community Education Office 727-6022
Metro 423-9401

11:45 AM	Coffee & Refreshments 'Brown Bag' Luncheon
12:00 Noon	Meeting Called to Order Welcome & Introductions President, Randy Stevens
12:05 PM	Consent Item, Minutes of January Meeting
12:10 PM	Council Photograph (For those not at the January meeting)
12:10 PM	For Council Information & Discussion: -Report: Student Rentention Committee -Report: Funding for 1984-85
12:25 PM	For Council Decision: -Evaluation Committee Formation
12:30 PM	For Council Discussion: *-Master Organization Plan for Collin County -Update Recruitment Effort
12:50 PM	Council Comments Staff Comments Date for Next Meeting
1:00 PM	Adjourn

*Please consider and be prepared to discuss your thoughts on how best to organize and maintain communication and cooperation between Local Sponsors and possible local Literacy Councils and the Right to Read Program Staff and the Collin County Adult Literacy Council.

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda

Thursday, March 22, 1984

Meeting to be held at Allen ISD Administration Building
200 South Cedar - Community Education Office 727-6022
metro 423-9401

11:45 AM	Coffee & Social 'Brown Bag' Luncheon
12:00 Noon	Meeting Called to Orde President, Randy Steve Consent Item, Minutes February Meeting For Council Discussion: -Set Date: Evaluation Committee -Student Retention Committee -Funding 1984-85
12:25 PM	For Council Decision: -Plano Recruitment-Local Sponsors -Membership 1984-85 -Update Recruitment Efforts
12:50 PM	Council Comments Staff Comments Date for Next Meeting
1:00 PM	Adjourn

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda

Thursday, April 19, 1984

Meeting to be held at Allen ISD Administration Building
200 South Cedar - Community Education Office 727-6022
Metro 423-9401

11:45 AM	Coffee & Social 'Brown Bag' Luncheon
12:00 Noon	Meeting Called to Orde President, Randy Steve -Consent Item, Minutes of March Meeting -Evaluation Committee Findings -1984-85 Funding
12:25 PM	For Council Action -Plano Recruitment Local Sponsors -Nominations Committee -Update Right-to-Read Program
12:50 PM	Council Comments Staff Comments Date for Next Meeting
1:00 PM	Adjourn

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda
Thursday, May 17, 1984

Meeting to be held at Allen ISD Administration Building
200 South Cedar - Community Education Office 727-6022
423-9401

11:45 AM...	Coffee & Social 'Brown Bag' Luncheon
12:00 Noon...	Meeting Called to O President, Randy Steve
	-Consent Item, Minutes of April Meeting
	-Evaluation Committee Final Report & 84-85 Recommendations
	-1984-85 Funding
12:25 PM...	For Council Action:
	-Nomination & Membersh Committee Report
	-501 C-3
	-Program Update
12:50 PM...	Council Comments
	Staff Comments
	Date For Next Meeting
1:00 PM..	Adjourn

COLLIN COUNTY ADULT LITERACY COUNCIL

Agenda
Thursday, June 28, 1984

Meeting to held at Allen ISD Administration Building
200 South Cedar - Community Education Office 727-6022
Metro 423-9401

11:45 AM -------------------------------Coffee & Social
'Brown Bag' Luncheon

12:00 Noon -----------------------------Meeting Called to Order
President, Randy Stevens

- Consent Item, Minutes of May Meeting
- 1984-85 Funding
- Program Update

12:15 PM -------------------------------For Council Action

- Bylaws Adoption
- Membership 84-85
  - Members Continuing
  - Selection of one or two year terms
  - New Members, 3 yr. terms
- Elect 84-85 Officers
  Nominating Committee
  Recommendations are:
  Pres.-Liz Moseley
  Vice Pres.-Dr. Haggard

12:50 PM -------------------------------Council Comments
Staff Comments

1:00 PM --------------------------------Adjourn

ALLEN INDEPENDENT SCHOOL DISTRICT
COMMUNITY EDUCATION

COLLIN COUNTY ADULT LITERACY COUNCIL
MINUTES OCTOBER 20, 1983

Next Meeting: Thursday - November 17 - 11:30-1:00
This will be a "brown bag" lunch meeting with the drinks furnished.

Bob Outman, Community Education Director for Allen Independent School District, opened the first Literacy Council meeting, with a warm welcome of appreciation to the 7 members present and the 2 staff members. Present from the Council were Joe Cavazos, Gary Koch, Connie Eikenburg, Barbara Buehler, Rev. Randy Stevens, Dr. Gerry Haggard, and Dorothea Pasqua. Staff present were Ruth Pringle, Project Director and Carolyn Latimer, Aide to Project Director. Introductions were made and the meeting started.

David Olson, Curriculum Coordinator for AISD, representing Dr. Horn, welcomed the Council to Allen stating that AISD is and will continue to be supportive of this Council.

To inform the Council of facts and figures of adult illiteracy, a video entitled "Can You Read Me?" was shown.

Ruth Pringle reported on the present program in Collin County. Included in her report was a profile of the currently enrolled students and volunteers.

Time was given for a short coffee break.

Upon resuming, Bob discussed why we have the need for the Literacy Council and discussed what individual roles will be. Covered were the following questions:

1. What are we here to do?
2. How shall we organize ourselves?
3. Who is in charge?
4. Who cares about our success?
5. How does the Council fit in with the rest of the agency?
6. How will we work through the problems?
7. What are the benefits to the Council members?

Staff expectations of the Council were discussed. The following were covered:

1. Commitment
2. Community Liaison
3. Assessment
4. Planning
5. Stewardship & Leadership
6. Self Evaluation
7. Accountability
8. Follow Through
9. Ask Questions
10. Support

Council's expectations of the staff were then discussed. It was agreed that we should:

1. Verify and agree on meeting date for the following month at present meeting.
2. Receive minutes after each meeting including agenda 2 weeks prior for the following meeting.
3. Stay within time allotment of agenda, not to run meetings overtime.
4. Review current practices and share information with Council to be used in decision making process.
5. Review Council (goals) performance.

A budget report was given and will be given at monthly meetings. Bob reported our total funding for 1983-84 is $14,946.00, broken down as follows:

$11,755.00 - Salaries
2,000.00 - Materials & Supplies
800.00 - Other Operating Expenses
391.00 - Indirect Costs

Dorothea Pasqua, Director, Cooke County Adult Education, will work with us on acquiring materials, printing, and advertising.

A question was asked about other Superintendents in the Collin County school districts being aware of our program and needs, and if they could become involved. Bob reported the Community Education Directors are aware and some are currently involved.

Discussion was held about the need to acquire additional tutors to be prepared to stand-in for relief teaching and the teaching of new students coming into the program. Council members were invited to observe our classes now in session, by notifying Ruth in advance.

November 6, Epsilon Theta Chapter of Epsilon Sigma Alpha (Allen), is hosting a reception at Ford Middle School from 2:30 - 4:00, to honor our teachers, some with more than 200 hours of volunteer time, in the "Right To Read" program. An invitation is extended to the Literacy Council.

Meeting was adjourned at 11:35am.

Bob Outman

Bob Outman
Temporary Chairperson

ALLEN ISD COMMUNITY EDUCATION
COLLIN COUNTY ADULT LITERACY COUNCIL

Minutes - November 17, 1983

Next meeting: Thursday - December 15 - 11:15-1:00
"Brown Bag" lunch meeting with drinks furnished.

Bob Outman, Community Education Director for AISD, acting as Temporary Chairperson, opened the meeting at 11:30. Present from the Council were Liz Mosely, Fred Moses, Joe Cavazos, Gary Koch, Barbara Buehler, Rev. Randy Stevens, Dr. Gerry Haggard, and Dorothea Pasqua. Staff members present were Ruth Pringle and Carolyn Latimer.

Carolyn Latimer read the minutes and they stood approved. It was recommended that the minutes be a consent item at all future meetings. A vote will be called on this item at the December meeting.

Current and suggested practices of recruiting and characteristics of the adults we are trying to recruit were presented by Bob and Ruth as information to the Council to be used in deciding ways to recruit students.

Discussion and imput by each Council Member as to ways of recruiting students was then begun and constituted the remaining part of the meeting. (This list of ideas was mailed on November 22, to all Council Members for comment and additional ideas).

Council was reminded that one of the first orders of business at the December meeting will be election of a Chairperson from the Council.

Briefly discussed was having some form of material to distribute on awareness, approach, and response for the Council Members when asked about the Right to Read Program.

New phone numbers for the Community Education Office were given:

727-6022
423-9401

Meeting was adjourned at 12:55.

Bob Outman
Bob Outman
Temporary Chairperson

COLLIN COUNTY ADULT LITERACY COUNCIL

ALLEN ISD COMMUNITY EDUCATION

Minutes - December 15, 1983

Next meeting: Thursday - January 26 - 12:00-1:00

Bob Outman, Community Education Director for AISD, acting as Temporary Chairperson, opened the meeting at 11:30. Present from the Council were Dorothea Pasqua, Bill Roberts, Rev. Randy Stevens, Fred Moses, Barbara Buehler, Joe Cavazos and Dr. Gerry Haggard. Guest present was Mrs. Joe Cavazos. Staff members present were Ruth Pringle and Carolyn Latimer.

Dr. John Horn, Superintendent of AISD, welcomed the Literacy Council. He commended each member for their service on the Council and energy and time spent working to help those in need to obtain a better life.

The Council voted and passed a motion making the minutes a consent item.

Bob Outman handed out the Student - Tutor Recruitment form for each Council member to complete. The information will be consolidated to make a master recruitment plan. January is kick-off month for both Student - Tutor recruitment.

Bob Outman called for the election of a President of the Council. Dorothea Pasqua nominated Rev. Randy Stevens for the President, Barbara Buehler seconded. Vote was called and passed by acclamation.

Rev. Stevens expressed his appreciation for the vote of confidence from fellow Council members. The President then opened the floor for nominations for the Vice President. Bill Roberts nominated Liz Mosely, seconded by Fred Moses. Voted and passed by acclamation.

Rev. Stevens, President, asked Carolyn Latimer to continue to serve the Council as Secretary.

Council then discussed the need for raising the priority of addressing Adult Illiteracy in the Public and Private Sectors. Discussion resulted in stressing to all those interested in addressing Adult Illiteracy that they can start their own Program and Literacy Council and the "Right To Read" staff and Collin County Literacy Council, would be happy to assist them in getting started; or the "Right To Read" staff would be happy to coordinate their program.

To address the retention of students once in a class, and what can be done to improve retention, a special committee was formed consisting of Dorothea Pasqua, Dr. Gerry Haggard, Joe Cavazos and Lori Swanson.

Council comments and discussion followed. Our budget and funding was discussed. Barbara Buehler informed us of funding available through the Library Construction Act, and that we could be eligible if we could hold classes in the library before March 1, 1984.

Joe Cavazos has three people looking for students and tutors in McKinney.

Ruth Pringle informed the Council we will be having a Teacher's Training session on January 9 & 12, from 7-9 at Allen High School, for any new teachers. The Council was encouraged to call Ruth Pringle and drop-in and observe the training given each tutor.

Bob Outman suggested the Council schedule all future meetings for one hour in length, Council agreed.

The photograph that was to be taken at the beginning of the meeting was post poned until more of the Council members could be present.

The meeting was adjourned at 1:00.

Randall C. Stevens
Rev. Randy Stevens
President

COLLIN COUNTY ADULT LITERACY COUNCIL

ALLEN ISD COMMUNITY EDUCATION

Minutes - January 26, 1984

Next Meeting: Thursday - February 16 - 12:00-1:00

Randy Stevens, President, opened the meeting at 12:00 and asked everyone to introduce themselves. Present from the Council were Lori Swanson, Dorothea Pasqua, Joe Cavazos, Gary Koch, Barbara Buehler, Fred Moses, and Randy Stevens. Staff members present were Bob Outman, Ruth Pringle, and Carolyn Latimer.

Randy Stevens asked for any additions or corrections to the minutes for December. They stood approved as mailed.

Suzanne Brabec, Public Information Coordinator, for Allen ISD, was present to take individual pictures of the Council members to be used with news releases to increase awareness of the Literacy Council, and the Right to Read Program.

Lori Swanson, Chairperson of the Student Retention Committee, set Thursday, February 16, at 10:30 am, in the Allen ISD Board Room as the next meeting date for this committee.

Bob Outman presented the projected Right to Read budget for 1984-85. The total operating budget is estimated at $22,368.00; less anticipated revenue from State Adult Education Funds leaves $18,528.00 to be generated locally and through various funds. Possible sources are the Library Construction Act, B. Dalton Books, United Way, McGraw Hill, and the Collin County Commissioners Court. Fiscal year is currently July 1 to June 30.

Ruth Pringle presented an update on Local Sponsors. Currently we have one sponsor in Frisco, Frisco ISD Community Education, and one sponsor in McKinney, McKinney ISD Community Education. Bob Outman emphasized the need for multiple Local Sponsors in every community if we are to significantly impact Adult Illiteracy. A sheet on how Local Sponsors and the Right to Read Program will work together was distributed.

Ruth Pringle presented an update on tutor training; 2 tutors were trained in December, 4 in January and 8 will be trained in February. A schedule for tutor training will be set on a regular basis for all future training.

Bob Outman presented an update on recruiting materials and explained that ARCO had published 3,300 brochures but that the brochures had been temporarily misplaced. The brochures will be distributed to all members prior to the next meeting. Liz Mosely is also printing fliers and book marks free of charge.

The Master Recruitment Plan was covered and the primary target cities at this time are Allen, Frisco, and McKinney. Efforts outlined on the Master Plan are to be completed as soon as possible.

Council and staff comments followed. Bob Outman expressed his appreciation to the Council for their interest and attendance at these meetings. The Literacy Council has made progress and good things are happening in Collin County, because of everyone's effort. Ruth then told the Council that we are continually needing adult, low level reading material. If anyone comes across any to please pick up a copy. Barbara Buehler then suggested UTD Library as a source.

There being no further comments or discussion, Randy Stevens called for adjournment at 1:00 pm.

Randall C. Stevens

Randall C. Stevens
President

COLLIN COUNTY ADULT LITERACY COUNCIL

ALLEN ISD COMMUNITY EDUCATION

Minutes - February 16, 1984

Next Meeting: Thursday, March 22, 1984 - 12:00-1:00
'Brown Bag Luncheon'

Randy Stevens, President, called the meeting to order at 12:00. Present from the Council were Dorothea Pasqua, Joe Cavazos, Dr. Gerry Haggard, Connie Eikenburg, Liz Moseley, and Randy Stevens. Staff members present were Bob Outman, Ruth Pringle and Carolyn Latimer.

President Stevens asked for any questions or corrections to the minutes. There were none and they stood approved by common consent.

President Stevens announced Gary Koch had resigned due to a job change. He asked that a letter of appreciation be sent to Gary for his service on the Council.

Bob Outman asked each member to write down brief personal information they wanted to share with their local papers for the news releases that are in the process of being prepared to be delivered.

President Stevens asked for a report of the Retention Committee. In the absence of chairperson Lori Swanson, Ruth Pringle responded. Under review and discussion with the committee is: how to measure goals, progress reports and acknowledging the level of achievement of the students currently enrolled in the program.

President Stevens called on Bob Outman for an update on the funding for 84-85. Bob reported that the projected budget is $22,368.00, which includes Ruth Pringle working 30 hours a week and Carolyn Latimer working 20 hours a week. He explained that, less Adult Education money which is available to us by having 50 students in the program, the balance needed will be $18,528.00. Information on the Library Construction Act is forthcoming. Bob stated that we have many avenues to explore. The County Commissioners Court has funding available for capital items only, such as, books, AV's., etc. and we'd begin preparing a capital item list to be submitted for 84-85. B. Dalton Books are in the process of making grants for amounts up to $10,000.00 and our application will be submitted.

Connie Eikenburg reported she and Fred Moses were on the board of United Way and offered any assistance they might be able to give. She would check into the possibility of funding and she further stated that where the County Commisioners Court funded for capital expenses, United Way funded only operating expenses.

Dr. Gerry Haggard said she would submit a Commending Award Letter on the Right to Read Program, February 22. She suggested types of things that could enhance the success of funding possibilities, as a letter on a student who has done well with his employer due to the program or statements from Council members as to what the Council has meant to them.

Bob reassured the Council that with the credibilty we've built to date that funding should be no problem. It might come from a mix and match of sources but we'd be successful.

President Stevens, having no further questions or comments on funding proceeded with the need to form an Evaluation Committee. The Evaluation Committee would be responsible for evaluating objectives for the 83-84 year as submitted to the Texas Education Agency as part of the funding application. The Evaluation Committee would be asked to give recommendations, commendations and suggestions. Dr. Gerry Haggard and Randy Stevens will serve and Fred Moses will be asked to serve on the committee. Dr. Gerry Haggard commented they presently have a simialr process in the Plano ISD.

President Stevens asked Bob Outman to comment for Council discussion on the Master Organization Plan for Collin County. Bob reported that as the program grows and multiple local sponsors are organized in every community, communication, cooperation and coordination between local sponsors and other local sponsors and the Right to Read staff will become harder to maintain. Bob then asked for suggestions from the Council as to a possible master organizational structure that would keep communication, support and cooperation flowing smoothly between all parties. Local Literacy Councils were suggested as the best structure for keeping efforts coordinated and communication flowing and the program expanding in local communities and that Local Literacy Councils might send members to become part of the Collin County Adult Literacy Council.

President Stevens asked if it was possible to look into someone else's program like ours, to have a comparison. It was explained that ours is unique and we have no one else with which to compare. Dorothea Pasqua explained we are a pioneer in establishing a county-wide program.

Bob responded to a question by Dr. Gerry Haggard as to what a local sponsor means. Dorothea Pasqua confirmed the need of volunteer programs such as Right to Read. We are not interfering with Adult Education, we are fulfilling a need that Adult Education wants to be met.

Looking at the future of Local Literacy Councils Liz Moseley suggested if each community could call it "their's", it would be more effective. The formation of Local Literacy Councils was suggested as an objective for next year.

Dr. Gerry Haggard suggested we look into the possibility of conducting workshops teaching what "Reading" is to sponsors and tutors.

President Stevens called on Bob Outman to give an update on recruitment efforts. Bob reported we are seeing results already because of our efforts in Frisco. Frisco has three students, two tutors trained and two classes ready to begin meeting. Bob asked each council member to keep the staff posted as to what each is doing or has finished, so staff will be able to evaluate the effort. Bob assured the council that as materials to be distributed are exhausted, staff would supply more to each member as quickly as possible. Recruitment efforts may have some time delay but our efforts will pay off.

Ruth Pringle reported there would be another volunteer orientation held the first of March and again encouraged the council members to feel free to come in.

With no more comment on recruitment efforts, President Stevens asked for general council discussion.

The meeting was adjourned at 1:00.

Randall C. Stevens

Randall C. Stevens
President

COLLIN COUNTY ADULT LITERACY COUNCIL

ALLEN ISD COMMUNITY EDUCATION

Minutes - March 22, 1984

Next Meeting: Thursday, April 19, 1984 - 12:00-1:00pm
'Brown Bag Luncheon'

President Randy Stevens called the meeting to order at 12:05pm. Council members present were Bill Roberts, Fred Moses, Barbara Buehler, Dorothea Pasqua, Lori Swanson and Dr. Gerry Haggard. Holly Campbell, a Right to Read volunteer tutor, was present as a guest. Staff members present were Bob Outman, Ruth Pringle and Carolyn Latimer.

President Stevens asked for any questions or corrections to the minutes. There were none and they stood approved by common consent.

President Stevens called on Lori Swanson for a report on the retention committee. Lori reported that she had sent material to be used by the tutors. Ruth Pringle reported on the monthly progress report that is being formulated for the tutors to use as a tool in tracking a students progress and as a monthly lesson plan.

Bob Outman discussed the role of the volunteer supervisor and the important part they play in assisting the tutors and coordinating efforts with local sponsors.

Bob Outman confirmed once again that we will need Literacy Councils in other cities, which would organize local sponsors, which would in turn recruit tutors and students.

President Stevens called on Bob Outman for a funding/budget update for 84-85. Bill Roberts spoke on behalf of our application submitted to the County Commissioners Court. Bill reported that they had not yet voted, and if the Court did approve our application it would be subject to a ruling from the Attorney General's office.

Bob reported our application is in to B. Dalton Books and it will be reviewed in late April; Bob is optimistic about our application and felt we have a good chance.

The Library Construction Act fund is still a possibility but we need to get with Barbara Buehler to see what we need to do.

Fred Moses, who is associated with United Way in Plano, is checking into applying with United Way. Bob stated by our May meeting we should know about funding for next year.

President Stevens asked for questions or ideas from the council. Dorothea Pasqua explained the funding from the state and federal levels in reference to a question by Fred Moses. There was discussion from the council about soliciting private industry such as T.I., DLM, Haggar, for funding. Bob Outman explained this could be an alternative for funding. Council members were asked to further investigate these sources.

President Stevens asked Bob Outman for a report on recruitment efforts for Plano. Fred Moses commented that he felt the community may not feel there is a need for the program and suggested finding a local sponsor and then organizing the Literacy Council. Randy questioned the time left remaining in the year and how it would affect establishing Plano at this time. After comments, Bob recommended that one local sponsor in Plano be started by June 1, and organization of the Plano Literacy Council begin during the 1984-85 school year. President Stevens expressed his appreciation to Ruth Pringle's committment and dedication to the program and thanked her for her upcoming service through the summer.

President Stevens called on Bob Outman to speak about Council membership for 84-85. Bob asked each member to consider their membership and the need to start thinking about guidelines for membership. The council is asked to serve September through May.

President Stevens called on Ruth Pringle to give a status report on student and tutors. There are currently 14 volunteers and 13 students, with 3 being new volunteers added this month and 3 new students in March.

President Stevens then opened the floor for Council discussion. Ruth Pringle acknowledged Fred Moses will be conducting an interview on KERA radio, on the Right to Read program.

The evaluation committee will meet on April 5 to evaluate objectives submitted in the 83-84 funding proposal to the Texas Education Agency.

With no further discussion, President Stevens adjourned the meeting at 1:00.

Randall C. Stevens

Randall C. Stevens
President

COLLIN COUNTY ADULT LITERACY COUNCIL

ALLEN ISD COMMUNITY EDUCATION

Minutes - April 19, 1984

Next Meeting: Thursday, May 17, 1984 - 12:00-1:00pm
'Brown Bag Luncheon'

President Randy Stevens called the meeting to order at 12:00pm. Council members present were Fred Moses, Dr. Gerry Haggard, Joe Cavazos, Liz Moseley and Barbara Buehler. Staff members present were Bob Outman, Ruth Pringle and Carolyn Latimer.

President Stevens asked for questions or corrections to the minutes. There were none and they stood approved by common consent.

Dr. Gerry Haggard reported on the evaluation committee. She explained the handout that was prepared by the committee. See attached report. President Stevens asked for comments from the council on the report. Liz Moseley commented she'd like to be able to let volunteer tutors know how much they are appreciated. Bob Outman reported that staff is pursuing an idea for some type of an award for volunteer effort and appreciation.

Bob stated the evaluation committee would complete the six remaining objectives and present recommendations for next year at the May meeting.

Randy asked Bob to speak on funding for 84-85. To date we still haven't had final decision or approval on our applications to B. Dalton Books or the County Commissioners Court. We will be submitting applications to Rockwell, United Way and Arco. Barbara Buehler reported she has been checking weekly on the Library Construction Act, but still has no information.

President Stevens asked for comments from the council for ideas. Dr. Haggard said she knew three Girl Scout sponsors to call and possibly get donations of books promoting 'World Literacy.' Randy then suggested the possibility of forming a funding committee.

President Stevens called on Ruth Pringle to report on Plano recruitment. Ruth explained due to the time factor left in our year, staff had not actively pursued trying to set up a local sponsor. A number of potential local sponsors were discussed. Discussion followed about first needing to expose the problem to create the need.

President Stevens spoke on the formation of the nomination committee. Joe Cavazos, Barbara Buehler and Randy Stevens will make-up the nomination committee for the election of President, Vice-President and five council membership seats to be filled by September 1. The nomination committee agreed to meet an hour before the next regular council meeting. Bob reminded the committee selecting potential membership names for the council to have representation from each city.

Ruth reported on the number of hours of training for the 1983-84 year. They are broken down as follows:

71 hours of staff development
44 hours of tutor development
120 hours of tutor training time.

Ruth further went on to say that the final training session for new volunteer tutors would be held April 24 and April 26. To date we have 23 requesting to attend training. Ruth also reported that the program would be having a potluck supper with students and volunteers and their families to celebrate the end of the school year, toward the end of May. The council is encouraged to attend and there will be more information at our next meeting.

President Stevens opened the floor for general council discussion. Each member was given a Volunteer Sponsor Agreement as information. Ruth Pringle informed the council that Wayne Hoover, a volunteer tutor from Plano has been nominated for Volunteer of the Year by the Right to Read Program. On May 10th the Outstanding Volunteers will be honored at the Harvey House, in Plano at a luncheon sponsored by Plano Information & Referral and Arco.

President Stevens adjourned the meeting at 1:20pm.

Randall C. Stevens

Randall C. Stevens
President

COLLIN COUNTY ADULT LITERACY COUNCIL
ALLEN ISD COMMUNITY EDUCATION
Minutes - May 17, 1984

Next Meeting: Thursday, June 28, 1984 - 12:00-1:00 PM
'Brown Bag Luncheon'

President Stevens called the meeting to order at 12:00 PM. Present from the council were Dr. Gerry Haggard, Joe Cavazos, Barbara Buehler, Connie Eikenburg, Lori Swanson and Randy Stevens. Staff members present were Bob Outman, Ruth Pringle and Carolyn Latimer.

Due to the absence of the Vice President, Liz Moseley, President Stevens asked Bob Outman to act as Chairman when he needed to excuse himself for another meeting.

President Stevens asked for questions or corrections to the minutes. There were none and they stood approved by common consent.

President Stevens called on Dr. Haggard to report on the Evaluation Committee Report. Dr. Haggard read through Objectives 9 to 14 from the Evaluation Committee Report. President Stevens asked for any questions or comments. Ruth Pringle suggested that Objective 14 include that work Bob Outman has performed through other Community Education programs in our county has been a valuable resource to our cause. Dorothea Pasqua's effort and influence has played a key role also and the Council agreed that these statements be added to the report.

Bob Outman suggested that the recommendations for 1984-85 be reviewed before asking for approval of the Evaluation Committee Report. Bob addressed the Council on the growth and achievements they have made during 1983-84. Bob stressed in order for the council to be more effective, the recommendations for 1984-85 need approval. Asking for comments from the council, a question was raised by Randy Stevens concerning the clarification of Recommendation 7 on the list. Ruth Pringle explained and defined for the council what was being recommended. It was agreed to change the wording on # 7 for better understanding. [Amended encloser] With no further comments to the 1984-85 Recommendations presented, President Stevens called for a motion to accept the recommendations. Connie Eikenburg made a motion, seconded by Barbara Buehler that the Council approve the Evaluation Committee Report and the 1984-85 Recommendations. They were approved unanimously.

President Stevens asked Bob to speak on funding. Bob began by updating the Council on the status of the request from the County Commissioners Court, that is, technically we've been funded, except we must have approval by the Attorney General. Connie Eikenburg questioned as to whether or not it was a one time funding request. Bob indicated he had not thought about it in that respect and assumed it was not. An application to Rockwell was submitted two weeks ago and we are waiting to hear from them. Prior to the meeting, Carl Jensen from ARCO, had contacted Bob and Mr. Jensen was positive about supporting the program and would get back to us.

Bob Outman informed the Council that since we are seeking private funding, the need for the 501 (C)(3) nonprofit IRS status is a top priority. Two things must be completed in order to apply for this status. We need articles of corporation and council bylaws. We will need the signature of and help putting together the application by three council members. President Stevens asked for council persons with the working knowledge of bylaws,etc. to participate. Dr. Gerry Haggard, Barbara Buehler and Randy Stevens volunteered to work to complete the requirements by the June meeting. The task force agreed to meet on May 29th at 12:00PM, in the Administration Building to begin their work.

At this time President Stevens excused himself and Bob Outman acted as Chairperson.

Bob called for a report from the Nominating Committee. Barbara Buehler reporting for the committee nominated Ms. Liz Moseley as President and Dr. Gerry Haggard as Vice President. Liz Moseley has accepted the nomination and Dr. Haggard accepted at this time. On behalf of the committee, Barbara asked for council input for potential members of the council for 1984-85. Five seats will need to be filled for council membership. Several names were submitted by the council: The manager of B. Dalton Books, Dr. Norrellfrom McKinney, Doug Zambasi from Community Education in Frisco and an industrial representative from Plano whom Connie Eikenburg will contact. Connie Eikenburg said she would ask for recommendations to the council from the County Commissioners Court when she called to check the status of our funding request.

Bob asked Ruth Pringle to report on the update of the program. She reported that in the last two weeks we had started 15 students and 14 tutors. McKinney and Princeton have been set up and are working with the Community Education director's help. Bob noted to the council, the hard work that has been put into the program by Ruth and Carolyn. Ruth said that she hopes the program continues with as much enthusiam as it has now within the county.

Bob Oulman asked for council comments. The next meeting date was set for Thursday, June 28th. With no further comments Bob asked for a motion to adjourn the meeting. Connie Eikenburg Made the motion, seconded by Lori Swanson.

The meeting was adjourned at 12:55 PM.

Randall C. Stevens
President, Randall C. Stevens

COLLIN COUNTY ADULT LITERACY COUNCIL

Allen ISD - Community Education

Minutes - June 28, 1984

Next Meeting: Thursday, September 20, 1984 12:00-1:00pm
'Brown Bag Luncheon'

President Randy Stevens called the meeting to order at 12:05pm. Council members present were Bill Roberts, Fred Moses, Lori Swanson, Dr. Gerry Haggard and Liz Moseley. Staff members present were Bob Outman, Ruth Pringle and Carolyn Latimer.

President Stevens asked for any questions or corrections to the minutes. There were none and Dr. Haggard made a motion to approve the minutes by common consent. The motion was seconded by Liz Moseley. A vote was called, the minutes stood approved by common consent.

President Stevens called on Bob Outman to speak on the 1984-85 funding. Bob reported first on our application to B. Dalton Books. Our application was denied, all of B. Dalton Books funds available went into Dallas county. This was a disappointment to staff, but we still have a positive attitude in seeking the money needed. Our efforts will now need more work, organization and individuals to participate, but, we will get the funding. Bob reported he and Barbara Buehler have jointly been working on the application for the Library Construction Act fund. The Library Construction Act fund is for $4,000.00 and Bob feels assured our chances for approval are good. We have received $1,000.00 from ARCO and hope more will be available. Liz Moseley raised the question as to how much more money is needed for the budget. Bob explained that approximately $8,000.00 is needed, which is for salary. He further explained the approved funding we have to date and the application that is outstanding is applicable only for capital items. We have the needed money for materials for 84-85, but not for staff expenses. Bob listed several options still open to fill the void. Fred Moses offered any assistance he can give in pursuing United Way funds. Discussion continued from council members as to ideas and ways in which they could help.

President Stevens called on Ruth Pringle for a program update. Ruth reported that out of 32 students for 83-84, only one has dropped and one has finished. This makes our retention rate 97, of which we all can be proud. Several students stopped early but will return in the fall. There were 35 tutors trained and all but one indicated they will be returning in the fall. A workshop will be held August 23, 1984, Thursday night, for all returning tutors. Ruth reported 152 hours of staff development and 160 volunteer development hours for 83-84. The first tutor orientation for 1984-85 will probably be late September

President Stevens then addressed the council on the need to approve the bylaws for application for our tax exempt status. The council was given time to quickly review the bylaws to make additions, corrections or answer questions that they may have. There were questions from the floor concerning what constitutes a quorum. Resulting from the discussion, Fred Moses made a motion that an addition to Article III, Section Six, read that a quorum consist of at least 1/3 of the membership. Bill Roberts seconded the motion, President Stevens called for a vote, it stood approved. Without any further questions, comments or additions, President Stevens asked for a motion to adopt the bylaws as presented. Fred Moses made the motion which was seconded by Bill Roberts. The motion was voted and approved.

President Stevens proceeded by addressing the issue of membership. Five new council members will be approved for three year terms which begin in September. The ten remaining council members were asked to continue to serve, with five members serving two years and the other five serving one year. The members volunteering two years of service will be Barbara Buehler, Liz Moseley, Fred Moses, Dr. Haggard and Dorothea Pasqua. One year service remaining to the council will be Bill Roberts, Lori Swanson, Randy Stevens, Connie Eikenberg and Joe Cavazos. Bob Outman presented the list of names of perspective council members for approval. They are Dr. Jerry Norrell from McKinney, Doug Zambazi from Frisco, Ward Mouden from Plano, Sara Plains from Plano, and Tim Hemingway from Wylie. The council members were approved by acclamation. Liz Moseley presented the name of Jenna Nelson from Allen who is associated with DLM, as an alternate, in the event that the council comes up with a vacancy. Tim Hemingway has been the only perspective council member that has not been contacted for his acceptance. Bill Roberts made a motion to approve Tim Hemingway, subject to his acceptance and if for any reason he doesn't accept to ask Jenna Nelson; if she cannot there would be one vacancy to fill. Fred Moses seconded the motion. President Stevens called for the vote and the motion was approved.

President Stevens asked for a motion to accept Liz Moseley as President of the council for 1984-85 and Dr. Gerry Haggard as Vice-President. Fred Moses made the motion and Bill Roberts seconded it. The council unanimously voted in favor of the motion.

President Stevens opened the floor for council comments. Dr. Haggard commented on the potluck supper for tutors/students that was held in May and what a great success it was.

President Stevens asked for staff comments. Ruth Pringle and Carolyn Latimer expressed their gratitude to the council for the placques they were awarded at the potluck supper. Ruth continued by thanking the council for their service, dedication and readiness to help in any way. It's been a positive year with a lot more good work to come. Randy Stevens expressed his feelings of what a pleasure it has been to serve and be a part of this program.

In closing Ruth reported there would be an orientation in August for new council members.

Lori Swanson made a motion to adjourn. The meeting was adjourned at 1:10pm.

Randall C. Stevens
President

COLLIN COUNTY ADULT LITERACY COUNCIL
BYLAWS

Article I - Name and Area Served

Section 1. The Council shall be called the Collin County Adult Literacy Council. The Collin County Adult Literacy Council, in cooperation with the Allen Independent School District Community Education Adult Right to Read Program, shall serve the literacy needs of adults in Collin County.

Article II - Nature and Purposes

Section 1. The Collin County Adult Literacy Council shall be a representative council of Collin County citizens who are concerned with the literacy needs of adults.

Section 2. Purposes:

- To serve the literacy needs of adults
- To create public awareness of the need for the Right to Read Program
- To foster Literacy Councils for local communities across Collin County
- To foster Right to Read Program sponsors
- To financially support the operation of the Right to Read Program
  - Staff
  - Materials
- To seek cooperation and partnerships with other agencies to develop centerized services which best serve the literacy needs of adults.

Article III. - Membership

Section 1. Eligibility

Membership shall be open to individuals who live or work in Collin County and support the purposes of the Council.

Section 2. Selection

Membership shall be by invitation of the Collin County Adult Literacy Council or as appointed by local Literacy Councils. The Council shall seek to include in its membership minority representation in proportion to county population and representatives from education, business, government and religion.

Section 3. Size of Council and Terms of Members

The Collin County Adult Literacy Council shall be comprised of fifteen (15) members. Terms shall be for three years on a rotating basis. (Five new members shall be elected each Council year.)

Section 4. Active membership

Acceptance of the Council invitation constitutes active membership.

Inactive membership or termination of membership on the Council shall be caused by three unexcused absences per Council year. An excused absence shall be obtained by contacting the Council President or designated person. Absences shall be determined "excused" by the Council President or his/her designate.

Section 5. Ex officio membership on the Council shall include the Allen ISD Community Education Director and Right to Read staff.

Section 6. Quorum

A quorum shall consist of at least one-third of the Council Membership.

Article IV - Officers

Section 1. Officers

The elected offices of the Council shall be the President, Vice President, Secretary and Treasurer.

Section 2. Term of Office

Term of office shall be for one year; officers may serve more than one term in any office. Officers shall assume duties of the office following election at the June meeting.

Section 3. Duties of Officers

President: The president shall preside over all meetings of the Council and the Executive Board, be an ex officio member of all committees except the committee on nominations, appoint, with the recommendation of the Executive Board, all chairpersons, set agenda, give initial approval of minutes, represent the Council at related functionc, act as liason between Right to Read staff and Council, call special meetings of the Council and the Executive Board and other duties as delegated by the Council.

Vice President: The vice president shall preside over all meetings in the absence of the president. The vice president shall assist the preseident in the performance of duties. The vice president shall succeed to the office of president and complete the unexpired term in the event the president is unable to complete the term of office.

Secretary: The secretary shall perform correspondence as directed by the president and shall assist the Right to Read staff in preparation of minutes.

Treasurer: The treasurer shall receive and deposit to the Allen ISD, when applicable, funds necessary to support the Right to Read Program operation, report monthly to the council, and prepare other such financial statements and reports as may be needed.

Article V - Meetings

Section 1. Annual Year

The Council year shall run September through June; no general membership meetings are to be held in July and August.

Section 2. Meetings

The regular monthly meeting of the Council shall be held as determined by the Council.

Section 3. Annual Reports

The June meeting of the Council year shall be known as the annual meeting. Annual reports shall be distributed at this meeting and newly elected officers installed.

Section 4. Notice

Notice of all regular meetings shall be given at least two weeks before the date of each meeting.

Section 5. Special Meetings

Special meetings may be called by the president, a majority of the Executive Board, or by five council members.

Article VI - Executive Board

Section 1. Composition

Membership on the Executive Board shall consist of elected officers and chairpersons of standing committees. Ex officio members may be the immediate past president and the Allen ISD Community Education Director.

Section 2. Function

The Board shall exercise general supervision of the affairs of the Council. The Board shall have the general power to administer the affairs of the Council between Council meetings and shall report its actions to the membership.

Section 3. Reports

The Board shall, at the start of each council year, submit for approval plans which identify one and two year objectives for the Council.

Section 4. Unexpired Terms of Office

In case of board vacancies, the Board by majority vote shall elect a person from the existing membership to fill the unexpired term of any elected office.

Section 5. Meetings

The president, or any three members of the Executive Board shall have the authority to call an Executive Board meeting.

Section 6. Quorum

A quorum shall consist of at least one half of the membership of the Board.

Article VII - Nomination and Election of Officers

Section 1. Election

All officers shall be elected at the June meeting.

Section 2. Nominating Committee

The nominating committee shall be comprised of three members appointed by the president and approved by the Executive Board. The committee shall prepare and report a slate of nominees for new members and for elected officers at the May meeting.

Section 3. Consent

Prior consent of all nominees must be obtained before their names can be placed in nomination.

Section 4. Unexpired Terms

The nominating committee shall meet to determine nominees in case of vacancies to fill unexpired terms of the Council members.

Article VIII - Standing Committees

Section 1. Fundraising Committee

The Fundraising Committee shall generate funds to support the Right to Read Program operations in Collin County.

Section 2. Nominating Committee - See Article VII.

Section 3. Other standing committees may be appointed as deemed necessary.

Article IX - Parliamentary Authority

The rules contained in Robert's Rules of Order (Newly Revised) shall govern the proceedings of the Council, except in cases governed by the bylaws and special rules adopted by the Council.

Article X - Admendments

Such bylaws may be amended at any regular meeting of the Council by a two-thirds vote of the members present and voting, provided notice of the proposed admendment shall have been given at the previous meeting.

Article XI - Dissolution

Upon the dissolution of the Council, the Council shall, after paying or making provision for the payment of all of the liabilities of the council, dispose of all of the assets of the Council exclusively for the purposes of the Council in such manner, or to such organization or organizations organized exclusively for charitable, education, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Council shall determine.

ARTICLES OF INCORPORATION

OF

COLLIN COUNTY ADULT LITERACY COUNCIL

We, the undersigned natural persons of the age of twenty-one years or more, at least two of whom are citizens of the State of Texas, acting as incorporators of a corporation under the Texas Non-Profit Corporation Act, do hereby adopt the following Articles of Incorporation for such corporation:

ARTICLE ONE

The name of the corporation is Collin County Adult Literacy Council.

ARTICLE TWO

The corporation is a non-profit corporation.

ARTICLE THREE

The period of its duration is perpetual.

ARTICLE FOUR

The purpose of purposes for which the corporation is organized is: adult literacy.

ARTICLE FIVE

The street address of the initial registered office of the corporation is 200 South Cedar, Allen, Collin County, Texas 75002, and the name of its initial registered agent at such address is Bob Outman.

ARTICLE SIX

The number of directors (or trustees) constituting the initial board of directors (or trustees) of the corporation is three (3) and the names and addresses of the persons who are to serve as the initial directors (or trustees) are:

Name	Address
Randy Stevens	2000 W.White, McKinney, Collin Co.,TX. 75069
Barbara Buehler	# 1 Butler Circle, Allen, Collin Co., TX.75002
Dr. Gerry Haggard	1517 Ave. H, Plano, Collin Co., TX 75074

ARTICLE SEVEN

The name and street address of each incorporator is:

Name	Address
Randy Stevens	2000 W.White, McKinney, Collin Co., TX. 75069
Barbara Buehler	# 1 Butler Circle, Allen, Collin Co., TX.75002
Dr. Gerry Haggard	1517 Ave. H, Plano, Collin Co., TX 75074.

ARTICLE EIGHT

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in futherance of the purposes set forth in Article Three hereof. No substantial part of the activities of the corporation shall be carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501 (c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE NINE

Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized exclusively for charitable, education, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine.

IN WITNESS WHEREOF, we have hereunto set our hands this 29 day of May, A.D., 1984.

____
Randy Stevens

____
Barbara Buehler

____
Dr. Gerry Haggard

VERIFICATION FORM A

STATE OF TEXAS
COUNTY OF COLLIN

I, __________________________, a Notary Public, do hereby certify that on this ______ day of _________, 19__, personally appeared before me, ____________________, __________________, and ____________________, who each being by me first duly sworn, severally declared that they are the persons who signed the foregoing documents as incorporators, and that the statements therein contained are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year above written.

____
Notary Public in and for

__________ County, _______

My commission expires: _____

Collin County Adult Literacy Council

Student Retention Committee

Areas of Discussion:

I. Focus on Intial Personal Contact with Students- Diagnosis and First Class:

A. Increasing student committtment

B. Decreasing fear

C. Increasing self-concept

D. Deciding where the student wants to go and measuring progress

E. Tutor/Student first contact--What does the tutor need to know and be sensitized to?

F. Find out individual reading and writing needs of student

G. Other needs and fore-seeable needs as transportation

H. What does student need tobe taught or told first night or second night?

J. Learn functional reading.

K. Create a partnership.

L. External job/family support.

M. RIF

COLLIN COUNTY ADULT LITERACY COUNCIL

Evaluation Committee Report

Committee Members: Dr. Gerry Haggard
Fred Moses
Randy Stevens
Staff: Bob Outman

INTRODUCTION

The committee is evaluating the evidence of progress and/or completion of fourteen objectives submitted to the Texas Education Agency for the 1983-84 school year. In addition recommendation for future objectives are listed.

Objectives:

1. To increase the number of Community Education projects across the state which sponsor literacy training by promoting the need and the model for implementation at state and regional meetings and conferences.

Evidence of Progress:

As a direct result of the Allen ISD Community Education Project, four additional Community Education Projects are working on adult illiteracy. They are: Frisco, McKinney, Wylie and Princeton. In addition Plano ISD Adult Education is also working on adult illiteracy. Indirectly additional projects will also start as a result of presentation at the State Conference for Community Education; and at regional community education cluster meetings.

2. To increase by 100% the number of students recruited and retained in the project.

Evidence of Completion:

9 Students in program, September 1983.
20 Students in program, April 1984.

Also, 10 or more students to start in May 1984.

Recommendation for 84-85 school year:

Establish objective again at 100% increase.

3. To raise the reading level of the students being tutored to the level or goal set by the student.

Evidence of Progress:

Informal evaluation by tutors states that significant progress by all students has been made. A monthly progress report form is now being used by tutors to plan lessons and record progress. All students will have a file kept on their progress reports.

Recommendation for 84-85 school year:

Year-end summation of progress reports, to be completed by tutor and submitted to staff. In addition, this form should include a question, such as: "What can the literacy council and/or staff do to better support you in the tutoring of your student?"

4. To increase the effectiveness of recruitment and retainment efforts by forming a 12-member literacy council.

Evidence of Completion:

Formation of Literacy Council 12-members invited, 10 active. Officers elected for President and Vice-President. Agenda, Minutes and Monthly Reports kept, students in program has increased by more than 100%.
A special committee on student retention was formed and reported to the council.

Recommendation for 84-85 school year:

Bring membership up to 15, set three year terms and have rotating terms; 1/3 coming on, 1/3 in middle, and 1/3 going off.

5. To increase awareness and raise the priority in the public and private sector to address the needs of the illiterate adult by making group and individual presentations and using the membership interlocks of the Literacy Council.

Evidence of Progress:

Distribution of fliers, brochures, News Releases, and book marks.

Evidence of Progress (con't):

Council membership communication with other groups and individuals.
Group presentations at:

- McKinney Lions Club
- McKinney Ministerial Alliance
- Allen Rotary Club
- McKinney Chamber of Commerce, Personnel Association
- Collin County Commissioners Court
- Allen ISD Community Education, Advisory Council

Ruth Pringle:

- Slide presentation; District 11, Epsilon Sigma Alpha
- Group presentation; Presbyterian Women's Club
  Frisco Ministerial Alliance

Radio interview on KERA by Fred Moses

Individual presentations:

- Dorothea Pasqua and Dr. Gerry Haggard meeting with Dr. Ernest Horany, Plano ISD Adult Education Director
- Nomination of Adult Right-To-Read Tutor for Volunteer of the Year

6. To standardize an entry, orientation, counseling and assessment procedure for students.

Evidence of Completion:

Standardized student entry and orientation form.
Standardized student assessment procedure, including the BCD, IRI, and San Diego.

Recommendation for 84-85 school year:

Additional training for staff and volunteers in student counseling and assessment methods.

7. To standardize entry, orientation, training, support, follow up and evaluation procedures for volunteer tutors.

Evidence of Progress:

Tutor agreement, training packet and monthly time sheet. The creation and utilization of volunteer supervisors to maintain tutor support. New job descriptions which allow for training of volunteers and volunteer supervisors.

Recommendation for 84-85 school year:

An evaluation process for volunteer tutors.

8. To standardize a student goal and objective plan and student progress report procedure.

Evidence of Completion:

Monthly progress report.

9. To evaluate the worth of the literacy council.

Evidence of Progress:

Objectives set for 83-84, as evaluated by this committee show significant progress and/or completion. An evaluation committee was formed and met twice and reported findings to the entire council. Literacy council has provided direction to expansion of program.

10. To increase volunteer teaching abilities by preparing a self evaluation of training needs for volunteer tutors.

Evidence of Progress:

Dr. Gerry Haggard will assist staff in preparing form.

11. To increase effectiveness of student and volunteer recruitment efforts by utilizing the literacy council to get away from mass marketing to target marketing.

Evidence of Completion:

Student and tutor recruitment master form.

12. To increase effectiveness of target marketing by performing a market segmentation and developing marketing offers and marketing mixes for the segments chosen. This marketing information would be of special value on the state and national level.

Evidence of Completion:

Student and tutor recruitment master form.

13. To increase the literacy council's effectiveness in supporting the literacy needs of adults through orientation concerning the need and through training on effective group processes.

Evidence of Completion:

Orientation and training during initial two meetings as evidence by agendas and minutes.

14. To increase coordination of effort and reduce duplication of effort by working with the Cooke County Adult Education Co-op and any other interested agency.

Evidence of Completion:

Director of Co-op, Dorothea Pasqua on Literacy Council, and Barbara Buehler, Allen Public Library.

Community Education Director, Bob Outman, has contributed much to the support of the program through his efforts and work with the other surrounding Community Education Director's .

Collin County Adult Literacy Council

Evaluation Committee Report

Recommendations 1984-85
(revised)

1. To establish a standing funding committee.
2. To establish council bylaws.
3. To increase public awareness of adult illiteracy, example, Speakers Bureau.
4. To increase recognition of tutors by the council.
5. To establish separate Literacy Councils in Plano, McKinney, etc..
6. To increase by 100% the number of students in the program.
7. To establish year-end progress report summations by the tutor for each student. Included in summation would be a question such as:

   > "What can the Literacy Council and/or staff do to better support you in the tutoring of your student?"

8. To increase council membership to 15, set three year terms and have rotating terms; 1/3 coming on, 1/3 in middle and 1/3 going off.
9. To increase training for staff and volunteers in student counseling and assessment methods.
10. To increase and establish a process for evaluating volunteer performance.

ALLEN INDEPENDENT SCHOOL DISTRICT

EMPLOYEE JOB DESCRIPTION

TITLE: Adult Right To Read Program Director

QUALIFICATIONS:

1. Bachelors degree in Education or related field preferred.
2. Experience in Adult Education, experience in Adult Literacy Instruction preferred.
3. Experience in supervising volunteers.
4. Such alternatives to the above qualifications as the Board may find appropiate and acceptable.

REPORTS TO: Community Education District Coordinator

JOB GOAL: To provide leadership in the development and expansion of the Adult Right To Read program.

PERFORMANCE RESPONSIBILITIES:

1. Advises the District Coordinator on matters and regulations related to the program.
2. Develops and orients work towards fulfilling short term (one year) and long term (three years) objectives of the program.
3. Promotes Community Education and the Allen Independent School District.
4. Promotes the Adult Right To Read Program.
5. Promotes school and community interagency cooperation and inter-departmental cooperation within the school.
6. Develops and/or coordinates with Cooke County Adult Education Co-op to provide staff development opportunities for Program Director, Volunteer Supervisors, Tutors, Sponsors, Literacy Council members and others associated with the program.
7. Prepares for approval, yearly budget.
8. Seeks contacts and submits proposals for program funding.
9. Maintains all financial and statistical records necessary for the program, including inventory of all items.

10. Approves all financial transactions for the program.

11. Files all required reports with funding and other sources.

12. Develops policy for review and action of District Coordinator.

13. Prepares for approval all News Releases and media contacts with the District Coordinator.

14. Expands the Adult Right To Read program through recruiting of and contracting with local sponsors.

15. Trains volunteer tutors.

16. Provides for formative and summative program evaluation.

17. Establishes with Volunteer Director an ongoing system for recognition of volunteer efforts; including tutors, sponsors, volunteer supervisors, council members and others.

18. Assist the Collin County Adult Literacy Council in the accomplishment of its goal and objectives.

19. Adheres to all policies and directives of the Allen ISD.

20. Prepares an annual report.

21. Implements policy and program guidelines as directed by the District Coordinator.

22. Revises and updates job descriptions as directed by the District Coordinator.

23. Performs other such duties and assumes other responsibilities as directed by the District Coordinator.

TERMS OF EMPLOYMENT: Eleven months - three quarter time

EVALUATION: Performance of this job will be evaluated annually and shall be conducted in accordance with the provisions of the Board's policy on Evaluation of Administrative personnel.

APPROVED BY:______________________________ DATE______________

REVIEWED AND AGREED TO BY:______________________________ DATE______________

ALLEN INDEPENDENT SCHOOL DISTRICT

EMPLOYEE JOB DESCRIPTION

TITLE: Adult Right To Read Volunteer Director

QUALIFICATIONS:

1. Bachelors degree in Education or related field preferred.
2. Experience in Adult Education, experience in Adult Literacy Instruction preferred.
3. Experience in supervising volunteers.
4. Such alternatives as the Board may find appropiate and acceptable.

REPORTS TO: Right To Read Program Director

SUPERVISES: Volunteer Supervisors and Tutors

JOB GOAL: To provide instructional leadership, supervision and guidance in the tutoring of functionally illiterate adults how to read and write.

PERFORMANCE RESPONSIBILITIES:

1. Advises the Program Director on matters related to the program.
2. Promotes Allen Independent School District, Community Education and the Adult Right To Read Program.
3. Maintains central library and resource centers in Collin County.
4. Schedules and coordinates classes with local sponsors.
5. Develops program recommendations for review and action by the Program Director.
6. Maintains and reports all needed information to the Program Director.
7. Maintains direct supervision of all classes, in-person or via volunteer supervisors.
8. Recruits and provides training for volunteer supervisors.
9. Performs formative and summative instructional evaluation of tutors, volunteer supervisors, instructional methodology.

10. Works with local sponsor, in-person or via volunteer supervisors.

11. Welcomes and evaluates students in-person or via volunteer supervisors.

12. Maintain weekly contact and supervision of volunteer supervisors.

13. Matches student to trained tutor and coordinates scheduling of class and instructional plan for the student; in-person or via volunteer supervisor.

14. Reviews student progress reports; in-person or via volunteer supervisor.

15. Establishes with Program Director an ongoing system for recognition of volunteer efforts, including tutors, sponsors, volunteer supervisors, council members and others.

16. Performs other such duties and assumes other responsibilities as directed by the Program Director.

TERMS OF EMPLOYMENT: 193 days - half time

EVALUTAION: Performance of this job will be evaluated annually and shall be conducted in accordance with the provisions of the Board's policy in Evaluation of Administrative Personnel.

APPROVED BY: ______________________ DATE ____________

REVIEWED AND AGREED TO BY: ______________________ DATE ____________

ALLEN INDEPENDENT SCHOOL DISTRICT

Volunteer Job Description

TITLE: Adult Right To Read Volunteer Supervisor

QUALIFICATIONS: Experience in Adult Literacy Instruction preferred

REPORTS TO: Adult Right To Read Volunteer Director

JOB GOAL: To provide instructional leadership, supervision, and guidance to adult volunteer tutors, teaching adults how to read and write.

PERFORMANCE RESPONSIBILITIES:

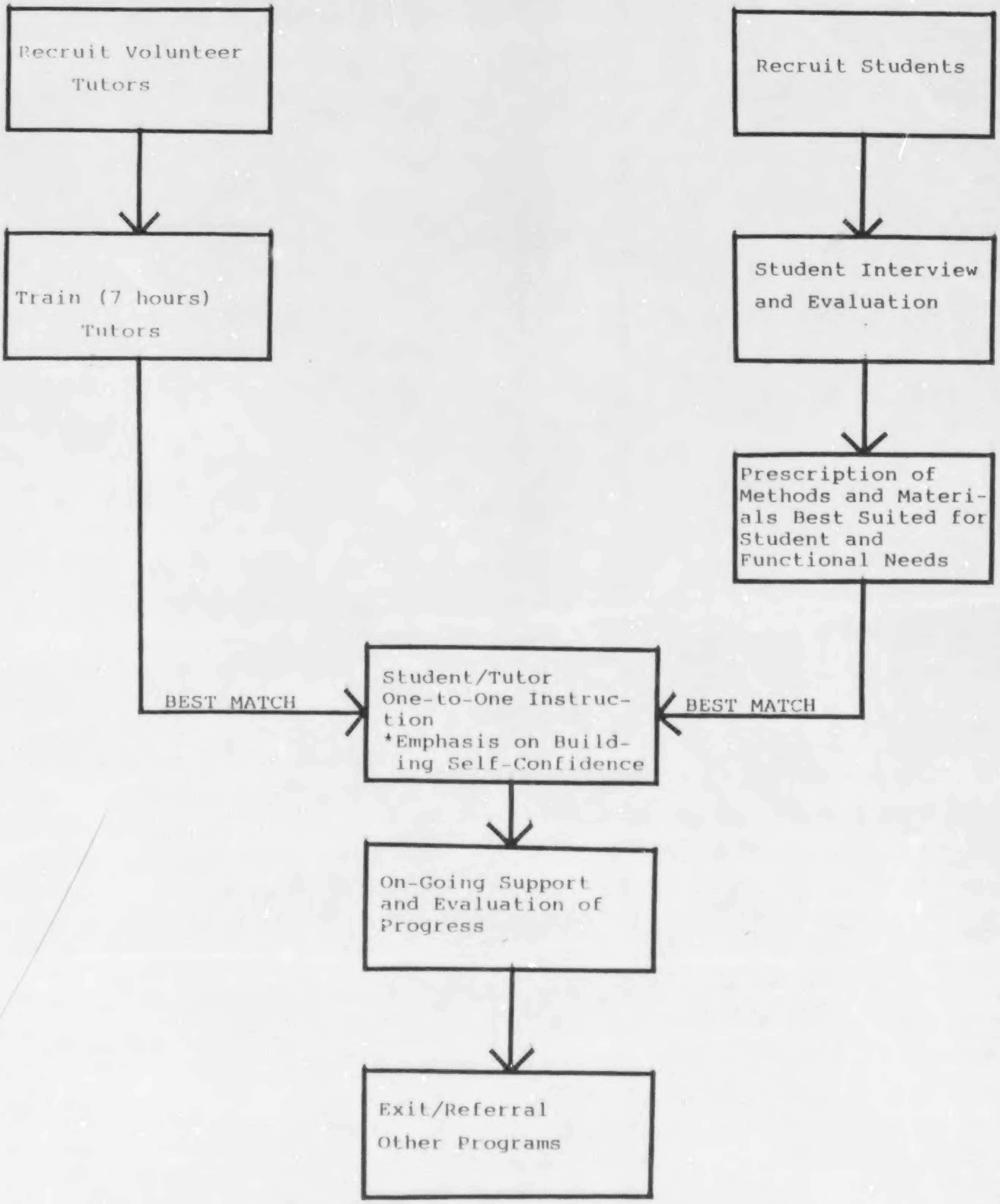
1. Promotes Allen Independent School District Community Education and the Adult Right To Read program.
2. Advises the Volunteer Director on matters related to the program.
3. Supervises and maintains weekly contact with assigned tutors.
4. Works with local sponsor.
5. Welcomes and evaluates students.
6. Assist the Volunteer Director in matching student to tutor and assist in preparation of instructional plan and supplying of this instructional material.
7. Reviews and maintains record of student progress reports.
8. Organizes monthly tutor meetings.

APPROVED BY:______________________________ DATE________________

REVIEWED AND AGREED BY:______________________________ DATE________________

Allen ISD - Community Education
Adult "Right To Read" Program

PROGRAM STRUCTURE


Recruit Volunteer Tutors
Recruit Students
Train (7 hours) Tutors
Student Interview and Evaluation
Prescription of Methods and Materials Best Suited for Student and Functional Needs
BEST MATCH
Student/Tutor One-to-One Instruction
*Emphasis on Building Self-Confidence
BEST MATCH
On-Going Support and Evaluation of Progress
Exit/Referral Other Programs

ALLEN ISD - COMMUNITY E ATION - RIGHT TO READ

Total Volunteer Hours per Tutor

NAME	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTAL - YEAR
MONTHLY TOTAL													

Allen ISD Community Education

"Right to Read"

Budget Report

Fund 314　　Function 11　　Date________________

Code	Description	Amt. Budgeted per year	Amt. Spent	Spent to date	Remaining
6114	Payroll	$11,755.00			
6143	Workmans Comp				
6391	Materials	2,000.00			
6411	Travel	800.00			
6499	Other Misc. (Indirect)	391.00			
				TOTAL	
		$14,946.00			

* Payroll budget includes workmans comp.

ALLEN ISD - COMMUNITY EDUCATION

Collin County Adult Literacy Council Monthly Report

Right to Read

Month__________

I. VOLUNTEER HOURS:

Tutor Preparation __________

Student Contact Tutoring __________

Student Evaluation __________

Student Registration __________

VOLUNTEER CONTACT HOURS __________

VOLUNTEER TOTAL HOURS __________

II. TOTAL NUMBER OF TUTORS __________

III. TOTAL NUMBER OF STUDENTS __________

IV. STAFF HOURS:

Student Registration __________

Student Evaluation __________

Student-Tutor Contact __________

STAFF CONTACT HOURS __________

TOTAL CONTACT HOURS __________

V. NEW STUDENTS STARTED __________

VI. TUTOR TRAINING HOURS __________

VII. NEW TUTORS STARTED __________

VIII. STUDENTS EXITING __________

COMMENTS: ____

____

____

Allen Independent School District
Community Education
Adult Right to Read Sponsor Agreement

Agreement : Made this ___ day of _____________ in the year _____.
Between: Allen Independent School District's Community Education
Office and ____
hereinafter to be referred to as sponsor.

The Sponsor and the Allen Independent School District Community Education office agrees as set forth below:

1. The sponsor agrees to provide all support and usual service on operating an Adult Right to Read Program at ____.
2. The sponsor agrees to, within the sponsor's organization, recruit adults to be trained as tutors.
3. The sponsor agrees to, within the sponsor's organization, recruit adult students in the program.
4. The sponsor agrees to provide facilities that are suitable, secure and available for classroom instruction.
5. The Allen Independent School District Community Education Adult Right to Read Program agrees:
   - A. To provide material and expert assistance to the sponsor in operating the program.
   - B. To train tutors how to teach adults to read and write.
   - C. To provide all instructional books and resource material for use in the classroom.
   - D. To maintain communication with tutors and students to monitor and evaluate progress of instruction.
   - E. To provide technical assistance in entry evaluation and instructional placement of student with tutor.
6. The term of this agreement shall be commenced ___________ and completed _____________ at which time the agreement may be renewed by agreement of both parties.

____ ____

Allen Independent School District Community Education, Adult Right to Read Program Director

Sponsor

ALLEN ISD - COMMUNITY EDUCATION
ADULT "RIGHT TO READ" PROGRAM

WHAT THE "RIGHT TO READ" PROGRAM EXPECTS OF THE INSTRUCTOR AND WHAT THE INSTRUCTOR SHOULD EXPECT OF THE "RIGHT TO READ" PROGRAM.

Information Sheet

I. WHAT THE "RIGHT TO READ" PROGRAM EXPECTS OF THE INSTRUCTOR

a. To give a warm welcome to your student each and every night of class.
b. To keep your volunteer time sheet up-to-date and send to "Right To Read" program each month.
c. To verbally communicate from the program to each student, as requested.
d. To inform your student by phone if you must miss a class.
e. To inform the "Right To Read" program if you must miss more than one week of classes so that arrangements may be made for capable substitutes.
f. To give "Right To Read" office proper time and notice when asking for copies to be made or for additional materials to be obtained.
g. To collect money for books used, give receipt to student and reimburse "Right To Read" program.
h. To comply with the individual facility's smoking policy and food and drink policy.
i. To leave the classroom in the order it was found.
j. To do your best to provide the students with what they want and need from your course.

II. WHAT THE INSTRUCTORS SHOULD EXPECT OF "RIGHT TO READ" PROGRAM

a. A suitable facility in which to hold class.
b. Assistance in evaluating student and in placing student in type of material that will be of most benefit to that student.
c. Assistance in securing needed instructional equipment and materials.
  - Material unique to your student
  - Additional reading material
  - Additional equipment deemed necessary to help your student
d. Assistance in helping to motivate student in both attendance and study habits.
e. Orientation and training in one-on-one tutoring of students.
f. Continuing instruction in material to be used for your individual student.
g. Continued support thru out tutoring period.

COLLIN COUNTY ADULT LITERACY
AISD COMMUNITY EDUCATION
"RIGHT TO READ"

INFORMATION FOR TUTOR - STUDENT REQUESTS

A. Volunteer calls

- I. Give general information
  - a. 6 hours of training required, contact and support maintained during entire tutoring program.
  - b. 2 to 4 hours (usually) of tutoring a week in addition to prep time which will vary with student and tutor.
- II. Get name, address, homephone or workphone, and possible time to contact. "Right To Read" staff will contact to explain in more detail and set up training date.

B. Student calls or comes by

- I. Give any information they ask for, such as
  - a. Cost - no fee, except occasionally when an entire workbook is to be used, cost will then be assumed by student (less than $4.00 a book).
  - b. When - will try to set classes when convenient for student, day or evening.
  - c. Where - students choice as to town but usually in area of student and tutor.
  - d. How long - depends on what student wants to achieve, how hard student works, etc..
  - e. Bring - pencil and spiral notebook.
  - f. Explain one to one.
- II. Set time and place to meet "Right To Read" staff
  - a. Make sure they can get to place, remember they cannot read street signs, office signs, or names on doorways.
  - b. Try to get promise where and when they will come.
  - c. Get name, address and phone if possible. DO NOT PRESSURE - you'll only get an incorrect one.

Over

C. Staff

I. Register student

II. Attempt to determine if we can handle them

a. Do they belong in ESL first? Referral

b. Are we capable of teaching them, I. Q., handicapped, etc... Referral

c. Are they below age? Referral to school system

III. Evaluate each student

a. BCD, San Diego, and IRI

b. How far does student wish to go? Where is student starting from?

c. Assign specific material and tutor. Set up contact with tutor, place and time.

RIGHT TO READ

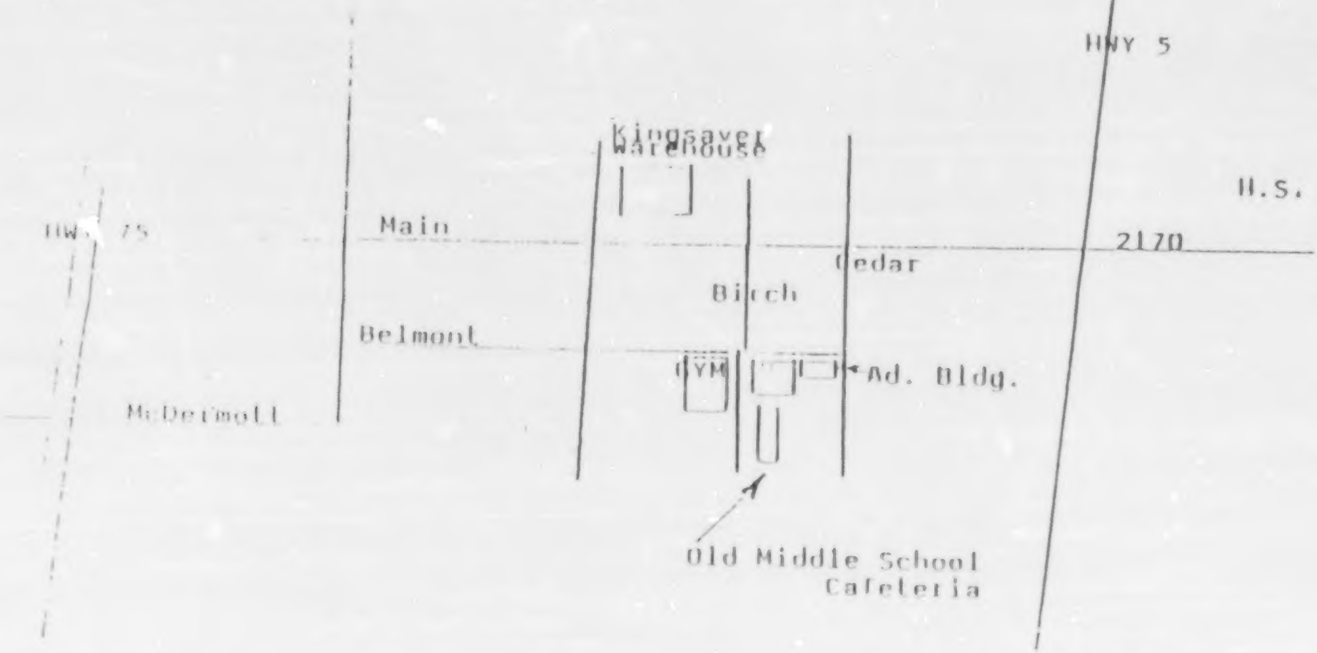
POTLUCK SUPPER

Friday, May 18, 6:30 PM

Old Middle School
Cafeteria

ALLEN

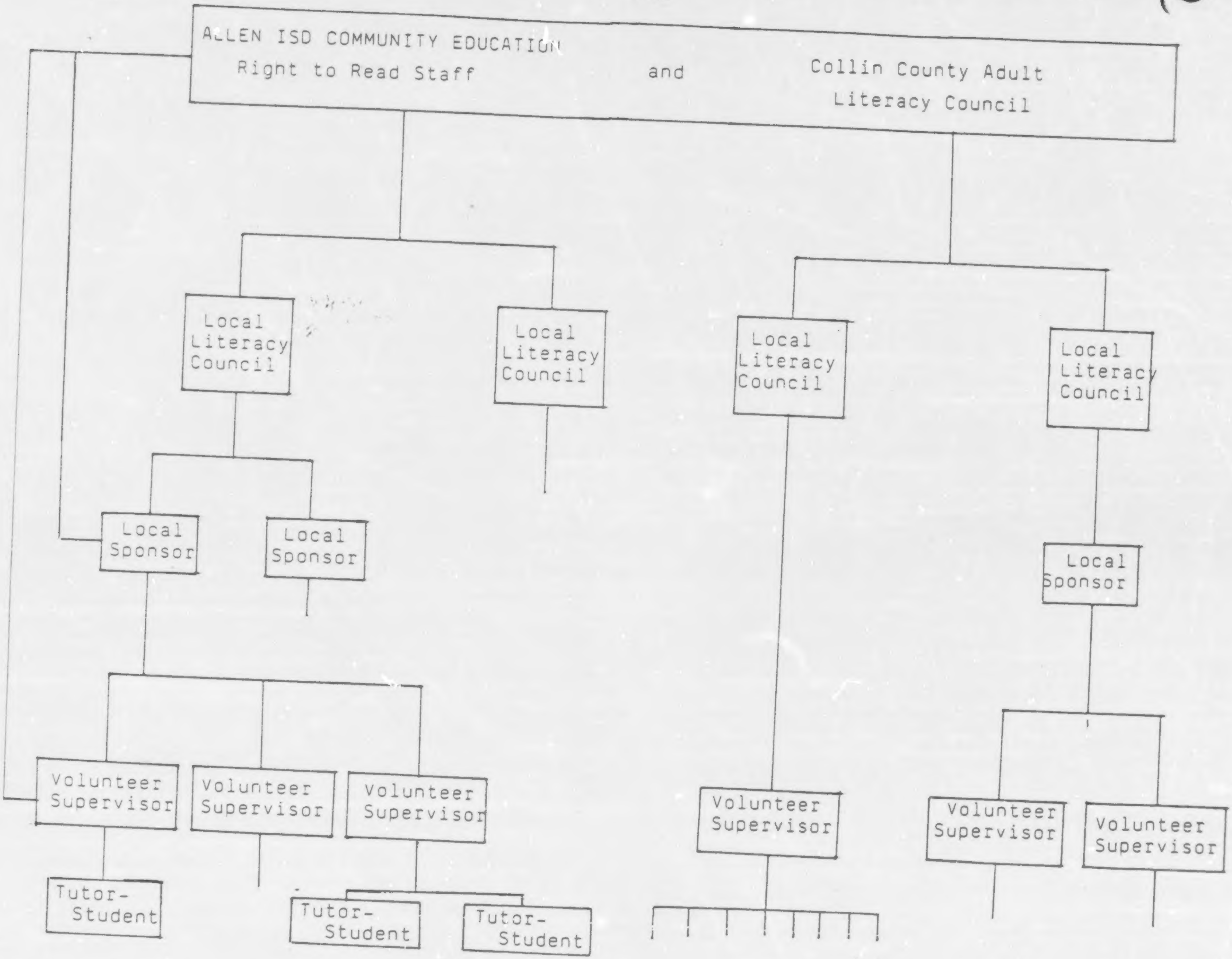
All tutors, students, spouses and their children. Tutors, please, PLEASE, urge your students and their families to come, and bring your own familiy. (See map below.)


HWY 5
Kingsaver
Warehouse
H.S.
HWY 75
Main
2170
Cedar
Birch
Belmont
GYM
Ad. Bldg.
McDermott
Old Middle School
Cafeteria

ALLEN ISD COMMUNITY EDUCATION - RIGHT TO READ

Volunteer and Staff Development 1983-1984

	Staff	Vol.
Allen Workshop	6	10
International Reading Convention	16	
Waco BCD	18	12
Waco Community Ed. Conference	27	18
Computer-Princeton	4	4
ESL Workshop (Kingsville)	40	
Counseling Workshop(Austin)	40	—
		120 Tutor Training
TOTAL HOURS	151 Hrs.	164 Hrs.


ALLEN ISD COMMUNITY EDUCATION
Right to Read Staff
and
Collin County Adult Literacy Council
Local Literacy Council
Local Literacy Council
Local Literacy Council
Local Literacy Council
Local Sponsor
Local Sponsor
Local Sponsor
Volunteer Supervisor
Volunteer Supervisor
Volunteer Supervisor
Volunteer Supervisor
Volunteer Supervisor
Volunteer Supervisor
Tutor-Student
Tutor-Student
Tutor-Student

ALLEN ISD - COMMUNITY EDUCATION

ADULT "RIGHT TO READ" PROGRAM

STUDENT AGREEMENT

For you to get the most out of this class you will be assigned to a tutor who will work with you at your own speed. However, this class will require your regular attendance.

I will regularly attend this class and will call my tutor if I cannot make a class. I understand that I will be dismissed if I miss more than four classes in one month.

Student Signature ______________________ Date ______________________

AISD COMMUNITY EDUCATION
"RIGHT TO READ"

STUDENT INFORMATION, ORIENTATION, & ASSESSMENT

Date __________

Social Security Number __________

Name ______________________ Phone # __________

Address & Zip ______________________

How did you learn of this program? ______________________

Age(optional) ______ Grade last attended ______ Year ______

Wear glasses, contacts? ______ Hearing aid? ______

I. a. Do you read? ____ How much & what ______________________

b. Why do you think you never learned how to read? ______________________

c. Why do you want to learn how to, or improve your reading? ______________________

d. Is there anyone else in your family who cannot read? ______________________

e. Have you tried to learn to read or improve your reading on your own o in any other programs? ______ What program? ______________ What happened? ______________________

f. Were you ever assigned to special classes of any kind in school? ______________________

g. What do you do in your spare time? ______________________

h. What are some of the things you would like to read? ______________________

j. What is your work specifically? ______________ Do you need particular help immediately for your work? ______________________

k. Do you regularly attend the church of your choice? ______ What church do you attend? ______________________

l. Do you speak a language other than English? ____ Write ____ Read ____ What language? ______________________

Orientation: Town ______________ Place & time ______________

Tutor ______________ Material to be used ______________

Assessment: San Diego Test ______________ Level ______

IRI Test ______________ Level ______

B.D Test ______________

Comments:

ALLEN
INDEPENDENT
SCHOOL DISTRICT
ALLEN TEXAS

Community Education Adult Right to Read
Monthly Instructional Plan & Progress Report

Month____________________
Site____________________
Tutor____________________

Student Name________________________________

Instructional *Objective									

Observations: *Instructional objective defines student learning outcomes & determines classroom instruction. Objective can be of any number, but should be very specific & in sequence. ✓ box when completed.

Time and Attendance Record

Date									
Class Prep Hours									
*Student Contact Hr									
Total Hours									

*If student is absent mark as such and record reason

Total

STUDENT OBJECTIVE PLAN

Student Name ______________________________ Date __________

* Immediate Objective ______________________________

** Short Term Objective(s) ______________________________

** Intermediate Objective(s) ______________________________

*** Long Term Objective(s) ______________________________

* Should be filled out first night
** May be filled out as student continues in program
*** May be filled out on first night or as student continues in program

Teacher's Name ______________________________

ALLEN ISD - COMMUNITY EDUCATION
ADULT "RIGHT TO READ" PROGRAM

VOLUNTEER AGREEMENT

I agree to tutor on a one to one basis to the best of my ability for a period of not less than 3 months, and to respect the confidential nature of my personal contact with clients.

I understand that I will begin service on a reciprocal trial basis including orientation and training and to follow the directions of the "Right to Read" program.

The "Right to Read" program agrees to furnish the necessary curriculum and supplies for tutoring as well as the orientation training and support for all tutors.

____
Signature - Volunteer

Date____________________

ALLEN ISD - COMMUNITY EDUCATION
ADULT "RIGHT TO READ" PROGRAM

VOLUNTEER REGISTRATION

NAME____DATE__________________________

ADDRESS____

AGE: (OPTIONAL, circle one)
under 25; 26-35; 36-45; 46-55; 56-65; 65+

OCCUPATION____

COMPANY/ORGANIZATION____

HOME PHONE__________________________WORK PHONE___________________________

EDUCATION (Highest grade completed in)

HS_________College___________Grade school____________Other__________

PLEASE INDICATE WHEN YOU ARE WILLING TO SERVE

PREFERRED TIME____________________MORNING__________AFTERNOON__________

EVENING______________

PREFEREED DAYS___________MON_____TUES_____WED_____THRU_____FRI_________

WHEN CAN YOU START____

DO YOU HAVE TRANSPORTATION _______________

WHAT SPECIAL SKILLS OR INTEREST DO YOU HAVE ____________________________

____

LANGUAGES OTHER THAN ENGLISH THAT YOU KNOW

Circle for each language: S - Speak R - Read W - Write

__________________S R W __________________S R W __________________S R W

WHERE DID YOU HEAR ABOUT OPPORTUNITIES/NEEDS FOR VOLUNTEER TEACHERS FOR THIS PROGRAM____

DO YOU HAVE A COMPANY, TOWN, OR CLUB NEWSLETTER OR NEWSPAPER WHICH MIGHT BE INTERESTED IN KNOWING ABOUT THIS PROGRAM, SPECIFICALLY YOUR PARTICIPATION AS A VOLUNTEER? IF YES, INDICATE NAME OF PUBLICATION, ADDRESS AND PHONE NUMBER:____

____

____

IF YOU WISH A LETTER IN YOUR PERSONNEL FILE, PLEASE GIVE NAME AND TITLE OF SUPERVISOR OR DEPARTMENT AND ADDRESS:

____

____

IN CASE OF EMERGENCY PLEASE NOTIFY:

NAME____RELATIONSHIP_______________

ADDRESS_____________________________________PHONE #____________________

OBJECTIVES FOR TUTOR TRAINING

The objectives for training tutors are:

1. to give the tutor the understanding of the difference between adults and children in:
    a. how they learn.
    b. how adult pressures change the type of material and the presentation of material best used by adults.
2. to give the tutor the understanding of the attitudes of adults coming back to learn for the first time or to retrain.
3. to have an understanding of the extreme importance of a good self concept and how to help students build their self concept so the learning process can begin.
4. to consider what it means to an adult to be illiterate.
5. to give tutors self confidence. Empathy is essential by sympathy is a "no-no". Knowing the "hows of teaching" to work on a one to one basis is not so critical that it cannot be discovered, making mistakes is a part of the learning process of both the tutor and the student and saying "I don't know but we'll find out.", builds self confidence for both the tutor and the student.
6. to raise the anticipation and excitement of the tutors to "I can do it!". Positive attitudes 'rub off'. A tutor who knows he/she can tutor will soon have a student who knows he/she can learn. But also, a tutor must realize that the student may take some time getting started or may come to a plateau and tutor must not show discourgement.

7. to present materials, briefly,how to use them and some ideas others have found helpful in teaching adults.
8. to encourage tutors to trade ideas.
9. to impress on the tutors that the staff is a phone call away to help in any way (before or during the next session, if possible).
10. to insure professionalism of volunteers and to insure that the volunteers help publicizing and talking to others positively about the program.

Amended Application #_____

043-901
Co./Dist. No.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Adult Education Special Projects
1983-84

5-5-83
, Date of Submittal

SCHEDULE #4—PROGRAM OR COMPONENT ABSTRACT

Funding Source: P.L. 91-230, as amended

Project Title: Collin County Adult Literacy Council

Contact Person: Bob Outman

Address: Box 13, Allen ISD, Allen, Texas 75002

Telephone: (214) 727-6022

Need: To locate, recruit, counsel, tutor and retain on a one to one instructional basis those adults possessing very little or no education for the purpose of increasing their reading, writing and comprehension levels to allow them to function, enjoy and enter the readers world.

Description: To form a literacy council to assist the project coordinator in increasing the effectiveness of utilizing volunteers to instruct adults on a one to one basis and in the locating, recruiting and retaining of adult students.

Major Objectives: To increase by 100% the number of students recruited and retained in the project; to raise the reading level of the students being tutored to the level or goal set by the student; to increase the effectiveness of recruitment and retainment efforts by forming a 12 member Literacy Council; to increase awareness and raise the priority in the private and public sector to address the needs of the illiterate adult by making group and individual presentations.

Evaluation Strategy: The Literacy Council will, based on objectives set, help determine criteria for measuring the success of each objective. The Literacy Council will also evaluate their effectiveness in helping achieve the objectives and will assist in the evaluation of the objectives based on the set criteria.

ALLEN ISD - COMMUNITY EDUCATION
ADULT "RIGHT TO READ" PROGRAM

WHAT THE "RIGHT TO READ" PROGRAM EXPECTS OF THE INSTRUCTOR AND WHAT THE INSTRUCTOR SHOULD EXPECT OF THE "RIGHT TO READ" PROGRAM.

Information Sheet

I. WHAT THE "RIGHT TO READ" PROGRAM EXPECTS OF THE INSTRUCTOR

a. To give a warm welcome to your student each and every night of class.
b. To keep your volunteer time sheet up-to-date and send to "Right To Read" program each month.
c. To verbally communicate from the program to each student, as requested.
d. To inform your student by phone if you must miss a class.
e. To inform the "Right To Read" program if you must miss more than one week of classes so that arrangements may be made for capable substitutes.
f. To give "Right To Read" office proper time and notice when asking for copies to be made or for additional materials to be obtained.
g. To collect money for books used, give receipt to student and reimburse "Right To Read" program.
h. To comply with the individual facility's smoking policy and food and drink policy.
i. To leave the classroom in the order it was found.
j. To do your best to provide the students with what they want and need from your course.

II. WHAT THE INSTRUCTORS SHOULD EXPECT OF "RIGHT TO READ" PROGRAM

a. A suitable facility in which to hold class.
b. Assistance in evaluating student and in placing student in type of material that will be of most benefit to that student.
c. Assistance in securing needed instructional equipment and materials.
   - Material unique to your student
   - Additional reading material
   - Additional equipment deemed necessary to help your student
d. Assistance in helping to motivate student in both attendance and study habits.

TUTORS OBJECTIVES

IMMEDIATE OBJECTIVE

Make your student comfortable enough and excited enough to want to continue.

Most students that are lost, will leave after first or second night, usually the first.

You do not have a second chance.

Plan well but give some time for getting acquainted. Determine where he/she really wants to go. The registration sheet may not be factual.

Help student set an immediate objective - well within range of short term accomplishment as learning to write all letters.

SHORT TERM OBJECTIVE

Get student moving toward his goal now. Use practical things. Let him learn as fast as possible.

INTERMEDIATE OBJECTIVE

Let him learn as many of skills as necessary to achieve his goal, but don't clutter with things really not needed. Example:

All need to make change

All need to make simple computations

Not all need algebra or English grammar, as diagraming sentences, etc..

LONG RANGE

The students goal is your goal.

DIAGNOSTIC PROFILE SUMMARY

DIRECTIONS: Record the number of incorrect answers for the subtest in the column labeled "ERRORS." Consult the error chart for the subtest to determine the student's level of performance (Strength, Weakness, or Deficiency) on the subtest. Circle the appropriate letter ("S" for Strength, "W" for Weakness, "D" for Deficiency) in the column labeled "LEVEL." Record any observations or prescriptions for remediation in the column labeled "COMMENTS/PRESCRIPTION."

SUBTEST	ERRORS	LEVEL	COMMENTS/PRESCRIPTION
A–1. Personal Data on a Form Errors: See manual, p. 19	0	[✓ S] W D	
A–2. Calendar Errors: 0/S; 1/W; 2–5/D	0	[✓ S] W D	
A–3. Time Errors: 0/S; 1–2/W; 3–10/D	0	[✓ S] W D	
A–4. Money Errors: 0–1/S; 2–3/W; 4–10/D	0	[✓ S] W D	
B–1. Recognition of Printed Letters Errors: 0/S; 1–2/W; 3–20/D	0	[✓ S] W D	
B–2. Recognition of Cursive Letters Errors: 0/S; 1–2/W; 3–20/D	–1	S [✓ W] D	work u v w
B–3. Reproduction of Printed Letters Errors: 0–1/S; 2–4/W; 5–more/D	0	[✓ S] W D	
B–4. Reproduction of Cursive Letters Errors: 0–1/S; 2–4/W; 5–more/D	0	[✓ S] W D	

SUBTEST	ERRORS	LEVEL	COMMENTS/PRESCRIPTION
B-5. Sequence of the Alphabet Errors: 0/S; 1/W; 2-more/D	0	[✓ S] W D	
C-1. Discrimination of Words Errors: 0-2/S; 3-5/W; 6-35/D	-8	S W [✓ D]	Book 2 Unit 1 p 3-28
C-2. Recognition of Symbols for Beginning Sounds Errors: 0-1/S; 2-5/W; 6-32/D	0	[✓ S] W D	
C-3. Discrimination of Syllables Errors: 0-2/S; 3-4/W; 5-15/D	-5	S W [✓ D]	Book 2 Unit 3 99-109
D-1. Directional/Spatial Information Errors: 0/S; 1-2/W; 3-8/D	0	[✓ S] W D	
D-2. Visual Perception of Symbols Errors: 0/S; 1/W; 2-5/D	0	[✓ S] W D	
D-3. Visual Discrimination Among Symbols Errors 0/S; 1/W; 2-5/D	0	[✓ S] W D	
D-4. Visual Perception of Words Errors: 0-1/S; 2-3/W; 4-20/D	0	[✓ S] W D	
D-5. Visual Discrimination Among Words Errors: 0-1/S; 2-3/W; 4-30/D	-2	S [✓ W] D	this is minimal - watch a + o
E-1. Traffic Signs Errors: 0/S; 1/W; 2-6/D	0	[✓ S] W D	
E-2. Words in Isolation Errors: 0-4/S; 5-8/W; 9-25/D	-8	S [✓ W] D	Book 3 Unit 1
E-3. Words in a Functional Setting Errors: 0-2/S; 3-6/W; 7-25/D	-6	S [✓ W] D	Book 3 Unit 1
E-4. Sight Word Recognition in Context Errors: 0-3/S; 4-5/W; 6-34/D	[illegible]	S W D	

ALLEN ISD - COMMUNITY EDUCATION
ADULT "RIGHT TO READ" PROGRAM

AUDITORY ACTIVITIES - DISCRIMINATION

1. Ask student to listen to sounds heard and identify.
2. Make various sounds for students to identify.
3. Memorize rhymes, poems, etc.
4. Play rhyming games - give one word they rhyme.
5. Look around room - name things that begin with certain sound.
6. Say 3 words and have repeated. Increase number to 6 (words repeated in exact order).
7. Say a word and ask beginning sound.
   Say a word and ask ending sound.
   Say a word and ask vowell sound.
8. Give 2 or 3 simple directions - have them remember and follow. Increase in difficulty.

LANGUAGE ACTIVITIES

1. Encourage student to talk and tell about anything. Complete sentence and proper sequence.
2. Make up story and ask student to end it.
3. Word games:
   a. Word - student gives opposite
   b. Word - student gives word with same meaning
   c. Word - student gives word that goes with - as cup and sauce
   d. Word - to describe object student gives other words to describing it
4. Help student add new words to speaking vocabulary.

VISUAL ACTIVITIES

1. Put objects on tray - look at for a few seconds - cover and nam Increase number of objects.
2. Use sequence games - start with 4 sequence and go to 12 sequenc Tell stories of sequence.
3. Use matching letter books - DLM
4. Find alphabet in newspaper headlines.

5. Use letter cards with BCD Functional Words.

Discriminating between Non-standard English and Reading Errors

The teacher must understand the importance of discriminating between non-standard English and reading errors because one of the problems which adult illiterates often exhibit is the use of non-standard English. The teacher of these adults must be aware of the usages of their ordinary oral language and the influences these will have on learning to read. She must not punish the student for using his own oral language instead of the textbook language. For example, when the student reads "She say go to town," the meaning of the sentence has been obtained and translated into oral language. The student has accomplished the purpose of reading (getting meaning from print) even though the final "s" was left off of "says." The teacher of the adult must determine when the discrepancies between pronunciation and the text are dialectical difficulties and when they are reading difficulties and must not treat dialectical difficulties as reading errors.

IDEAS FOR TEACHING

1. Try reading with student for a short period. When student appears to read confidentally, gradually fade out and allow student to continue. At slightest hesitation fade in to ffer support.

2. Student makes lesson - paragraph of thoughts or feelings, (pictures or discussion provide stimulation). Use exact words. General content and personal language give needed cues.

   Tape recorder used - student can check accuracy of their reading.

3. Have students keep record of words and phrases they want to be able to read. Popular songs or hymns.

4. Write for expression of ideas and personal feelings rather than grammar and spelling.

5. Sustained silent reading.

Selection of Materials

The next section of this module will consider the resources for the adult reading program, including selection of materials, in some detail; however, the selection of materials in relationship to specific teaching purposes and motivations is considered here.

One of the best ways to motivate adults to read is by using materials taken from everyday real-life experiences. Examples of such topics might include:

a. recognizing signs
b. choosing TV programs
c. using yellow pages
d. using mail order catalogues
e. finding local news
f. reading weather reports
g. interpreting headlines
h. using index
i. choosing a book
j. reading the ads

Techniques for relating these everyday materials to reading include such things as the following activities:

Enjoying the Newspaper

Cut high interest pictures and their captions from the local newspaper. Help students read the captions. If this activity is popular, a scrapbook might be kept.

Going Shopping

Have students bring in packages, cans, and labels from common grocery items. With the students, construct a set of flash cards of items frequently purchased. Have students make shopping lists from these items.

Knowing Traffic Signs

Print common traffic signs on flash cards and help students learn to read them.

Magazine Phrases

Cut advertising slogans and phrases from magazines. Select ones that are also frequently used on radio or television to ensure prior aural input for the students, to add to sight vocabulary. Use as phrase cards or flash cards for a change of pace and to increase sight vocabulary.

LESSON PLAN

I. Review work.

II. Alphabet exercises.

III. Spelling exercises.

IV. Writing exercises. (if needed)

V. New Material--Sound, concept, letter, etc.

VI. Student Reading

VII. Tutor Reading

VIII. Assign homework if any and if possible

IX. Review briefly ALL NEW WORK. ALSO ANY RECENTLY LEARNED CONCEPTS.

X. Evaluate EVERY TIME. Didn't getit?? Why not? Need additional material? Different material?

ALLEN
INDEPENDENT
SCHOOL DISTRICT
ALLEN TEXAS

Community Education Adult Right to Read

Monthly Instructional Plan & Progress Report

Month________________

Site________________

Tutor________________

Student Name________________________________

Instructional Objective									

Observations: *Instructional objective defines student learning outcomes & determines classroom instruction. Objective can be of any number, but should be very specific & in sequence. ✓ box when completed.

Time and Attendance Record

Date									
Class Prep Hours									
*Student Contact Hr									
Total Hours									

*If student is absent mark as such and record reason

Total

STUDENT OBJECTIVE PLAN

Student Name ______________________________ Date __________

* Immediate Objective ______________________________

____

** Short Term Objective(s) ______________________________

____

____

____

____

____

____

** Intermediate Objective(s) ______________________________

____

____

____

____

____

____

*** Long Term Objective(s) ______________________________

____

____

* Should be filled out first night
** May be filled out as student continues in program
*** May be filled out on first night or as student continues in program

Teacher's Name ______________________________

SUMMARY OF TUTORING GUIDELINES

I. Positive attitude MUST BE SUSTAINED throughout tutoring effort.

II. Empathy is a must--Sympathy a no-no.

III. Have student plan or help plan lessons--bring materials in, learn about something to bring to you, specify something he or she wants to read and study, bring list of special "work" words, etc.

IV. Listen--verbalizing is important and you might learn something.

V. Ask questions (not personal), give extra time for thinking and answering.

VI. Follow through complete thought of lesson but do not overpower with too much material too fast. Reinforce or teach a different way. Use frequently for several lessons.

VII. Maintain student-teacher relationship.

VIII. Treat student always with dignity and respect; never with pity or sympathy.

CREATING POSITIVE STUDENTS-adapted from Community Education Instructors In-service-Allen ISD

WHY:

+Positively affecting a student's self-image or self-concept; positively affects that student's achievement in your class.

+Students will have more fun in your class and will want to learn.

+Students will be better disciplined; attend more regularly and on time.

+Students will be willing to try; #1 reason for failure is fear of trying.

+A far more rewarding experience for you as a tutor.

HOW:

The following ideas are offered as ways all tutors can positively affect a student's self-concept and help the tutor better meet the student's instructional needs.

1. Meet the students at the door, smile, and shake hands.
2. Learn and call student by name.
3. Have high expectations for your student.
4. Talk to your student; spend some time in oral communication.
5. Be relaxed, arrange room to your advantage. Please put it back in order as found.
6. The first night discuss student objectives and teach at least one thing.
7. Create a no-fail attitude in your classroom, encourage questions. Be positive. "You Can."
8. Start slow and proceed with instruction in small steps giving many chances to succeed, and give rewards, pat on the back, smile, etc.
9. Communicate as tutor to student but on an adult to adult level-in an adult class. DON'T BE AFRAID TO SAY "I DON'T KNOW!!!"

10. Give compliments not only on the subject matter but on whatever.

11. Review material and give applications.

*12. Listen but don't judge.

*13. Stop and put yourself in the role of the student to gain insight into why he/she is in your class.

14. Foster fellowship among the students in your group; it helps create a safe environment for the student to open up and learn.

Examples that could be used as the class develops and people feel safe to open up:

Introduce each tutor and yourself to each of others in program in your area and at break.

"Tell us about yourself" at break.

Urge attendance at "parties"

Etc.

15. Use different teaching methods; different people learn different ways.

-Visual
-Listening
-Writing
-Sensory

16. HAVE FUN!!!!!!!!!!!

TUTOR TRAINING MATERIAL

This is, in general, a brief outline of the tutor training that the Right to Read Program uses in the seven (7) hour tutor sessions that each tutor is required to attend.

In addition, whenever possible, new tutors are asked to come in to observe a class in session for about an hour. This allows tutors to see and feel the rapport between student and tutor.

If a student is to use the Structure and Techniques materials and methods, the tutor must have an additional two to three hours of training for this very, very, structured material. Role-playing is not done with this material but additional observation is required and the staff works closely with the tutor during the first several sessions.

The simulation is done only with the Baltimore County Design material, Entering the Reader's World, and Conquest in Reading-Dr. Spello material in the regular session.

ALLEN ISD COMMUNITY EDUCATION
RIGHT TO READ - TUTORS TRAINING

WELCOME

I. Explanation of Program

GRAPH-OVERHEADA. 1 in 5 in U. S.
GRAPH-OVERHEADB. Advisory Council
- C. Right to Read Program
- D. TEA Grant
- E. AISD credibility
- F. Looking for Grant - B. Dalton Books
- G. Decisions
  1. One to One
  2. Multiple material
  3. Diagnosis-Prescription-Instruction
  4. Evaluation of Program

CAN YOU READ ME

II. What it means to a functionally illiterate adult?
- A. Problems
  1. Reduced alternatives
     - a. Isolation
     - b. Lack of sophisication-no travel
     - c. Few, if any, outside contacts
  2. Dispare, hopelessness and feeling of being trapped
     - a. Few resources available
       - (1). Easily replaced on job
       - (2). Slightest mishappening can cause loss of everything
         - (a). Sickness or injury
         - (b). Unemployment
         - (c). Legal problems
     - b. Always hiding lack of being able to read and write.

- B. Characteristics of functionally illiterate adult

  1. Most IMPORTANT - NOT CHILDLIKE
  2. Greater experiential background
  3. More motivation
  4. Adult attention span
  5. Adult level of interest and knowledge
  6. Adult vocabulary

OVERHEAD- CONSTRASTS BETWEEN CHILDREN AND ADULTS

7. Developmental pressures resulting from roles:
    a. Parent
    b. Spouse
    c. Church member
    d. Employee
    e. Friend
    f. Voter
    g. New student

8. Interested in improving themselves:
    a. Materially
    b. Health
    c. What to do when kids get sick
    d. How to budget money
    e. How to take care of themselves and families
    f. Seek self-improvement

9. Reluctant to take risks that may make them look foolish or vulernable to ego- crushing encounters

10. Frequently distracted by pressing personal problems
    a. Loss of job
    b. Bills are due
    c. Delinquent child

11. Functional learners:
    a. Functional purpose- drivers license, keywords on job, menu, street signs
    b. Lots of praise and encouragement
    c. Need to be treated with dignity and respect
    d. Flexible learning situations:
        1). Independent learner
        2). Prceed at own pace
        3). Able to enter and leave at will

SOME BASIC PRINCIPLES OF ADULT LEARNING

SELF CONCEPT

MOST IMPORTANT CONSIDERATION WHEN WORKING WITH ADULTS LEARNING TO READ AND WRITE

A. Have been put down so often
B. Do not realize how much they really know
C. **Know they are different**
D. Need to realize many others with them

YOUR BODY LANGUAGE AND LISTENING ABILITY WILL TELL THEM HOW

YOU FEEL ABOUT THEM AS AN INDIVIDUAL AND AS A GROUP

You must listen:

1. You can tell where you're at
   A. Is the material right?
   B. Are you treating as adults?
   C. Are you getting through?

2. You can tell where they're at
   A. Do they feel belittled by your behavior and/or words?

**AN ADULT IS AN ADULT.
PERIOD....**

B. BE SENSITIVE--Don't just think you are

C. Remember, they often have a limited vocabulary to express themself.

MAY SPEAK USING ADULT VOCABULARY
BUT SLANG, SHORT WORDS, AND
HAVE DIFFICULT TIME EXPRESSING THEMSELVES

LET'S LEARN TO LISTEN!!!!!!!!!

1. Listen for content & feeling
2. Reply by restating in your own way **after** considering

WHAT DOES HIS STATEMENT MEAN TO ME?

RESTATE: to reveal you understand and to let person know you're interested

NOW LISTEN: to see if you really do understand

TREAT ONLY AS YOU WOULD WISH TO BE TREATED

NOT ONLY MUST YOU MAINTAIN AN ADULT RELATIONSHIP YOU MUST ALSO KEEP A TEACHER-STUDENT RELATIONSHIP ALSO!!!!!!

PROBLEM-OVERHEAD

You also must teach the student to listen if he does not already know.

A PERSON WHO HAS THE ABILITY TO HEAR OFTEN HAS NOT LEARNED TO LISTEN.

CHECK LIST-OVERHEAD

TRAITS OF A GOOD LISTENER

ANYWAY YOU CAN BUILD SELF-CONFIDENCE (SELF-WORTH) IN YOUR STUDENT IS OF VALUE.

1. TALK ABOUT SOMETHING YOU HAVE IN COMMON; A HOBBY, BALL GAMES, MOVIES, SOMETHING THAT THEY DO THAT YOU CAN FIND INTEREST IN, ETC.

2. TAKING A FIELD TRIP
    A. Library
    B. Museum
    C. Grocery store
3. Listen to communicate-Remember it is an exceptional person in a teacher relationship that listens.
4. GIVE MANY CHANCES TO SUCCEED: specific functional objectives BUT let student know you expect him to learn--Expectations are VERY IMPORTANT
5. CREATE A SAFE ENVIRONMENT to allow student to open up to you and to try with out embarrassment. DON'T JUDGE.

#1 REASON FOR FAILURE IS FEAR OF TRYING

"FOR THEY CAN CONQUER WHO BELIEVE THEY CAN" Dryden

YOU MUST TREAT ADULTS

a. with dignity
b. with empathy not sympathy

YOU MUST BUILD SELF-CONFIDENCE---NEVER, NEVER TEAR IT DOWN

YOU MUST MAINTAIN STUDENT-TEACHER RELATIONSHIP not stiffly but keep it.

STAFF will arrange for evaluation

A. IRI Inventory
B. San Diego
C. BCD-Baltimore County Design
or
D. Locator test

STAFF will select material based on

A. Registration sheet
B. Evaluation
C. Objectives of student

* STAFF may change material or you may recommend changing

A. Of an ineffective evaluation
B. Objectives of student may be different than orginally stated.
C. Boredom with material used for a long length of time without a change.

* YOU as a tutor will need to add additional material or preferably have your student bring in material.

BEFORE WE GO FARTHER----THE DOOR IS ALWAYS OPEN.

If you have problems or think you might, talk to:

1. Tutor assigned to you as helper
2. Volunteer Supervisor
3. Volunteer Director-Carolyn
4. Program Director

If you need more material, come into office to storeroom.

YOUR STUDENT NEEDS TO BE REMINDED THAT HE HAS SAME OPTION.

MATERIALS:

A. LIFT-Learning Disability Phonics--Used at Dean Memorial and Scottish Rite Learning Centers

1. Almost guaranteed to learn
2. Slow, methodical
   Innovative material must be added.
3. Requires extra training-3 hrs. and additional observation time.
4. Auditory and Kinesthetic Learners

B. Conquest In Reading

1. Assumes some reading ability
2. Uses phonics and the 300 most used words
3. You will be given condensed phonics rules and lists for YOU to use.

C. Baltimore County Design-ENTERING THE READERS WORLD

1. Sight reading in functional setting.
2. Additional material and more copies needed.
3. More review in another application is usually required.
4. Lack of retention, ability to rhyme or hear sounds may make this NOT the material to use with some.

D. SWAIN--New material we are testing from DLM. Sight reading material for kids but no pictures. Addition of BCD and other material and ALWAYS use the work sheets with this.

MATERIALS MAY BE RIGHT BUT TUTOR IS ALSO RESPONSIBLE

I. Give time to think--Region 10 Service Center indicates studies have been made of lapse-time between a teacher asking a question and his repeating it or answering it as being 1 sec. average.

Rapid fire questioning minimizes student preformance.

High priority should be given to giving time to think.

1. Raises reading comprehension
2. Length of responses are raised in direct proportion
3. Correct reponses increase
4. Stimulates higher level and more speculative thinking.

YOUR STEPS FIRST NIGHT

I. Your volunteer supervisor will set up time and place and introduce you to your student. Supervisor will usually go over the evaluation with you and your student and explain what it means.

II. Hopefully, USUALLY, you will have the material ahead of time and have the first session planned.
    A. Take time to talk-remember they are more frightened than you are.
    B. Exchange phone numbers and emphasize the importance of calling you if he or she is out.
    C. Introduce student objective sheet and fill out at least the immediate objective and the long range the first night. IMMEDIATE-something that can be done within the first two lessons.
    D. TEACH AT LEAST ONE THING-NEVER, NEVER LEAVE WITHOUT TEACHING SOMETHING
    E. MAKE ARRANGEMENTS FOR NEXT CLASS

* DON'T EVER BE AFRAID TO SAY YOU DON'T KNOW

TEACHING METHODS

1. NEWSPAPERS
2. AUDIO-VISUAL-make arrangements for equipment in advance
   a. overhead
   b. video
   c. slides
   d. tapes
   e. guided readers
3. special graded newspapers-adult interest

OVERHEAD-LESSON PLAN

OVERHEAD-PROGRESS REPORT

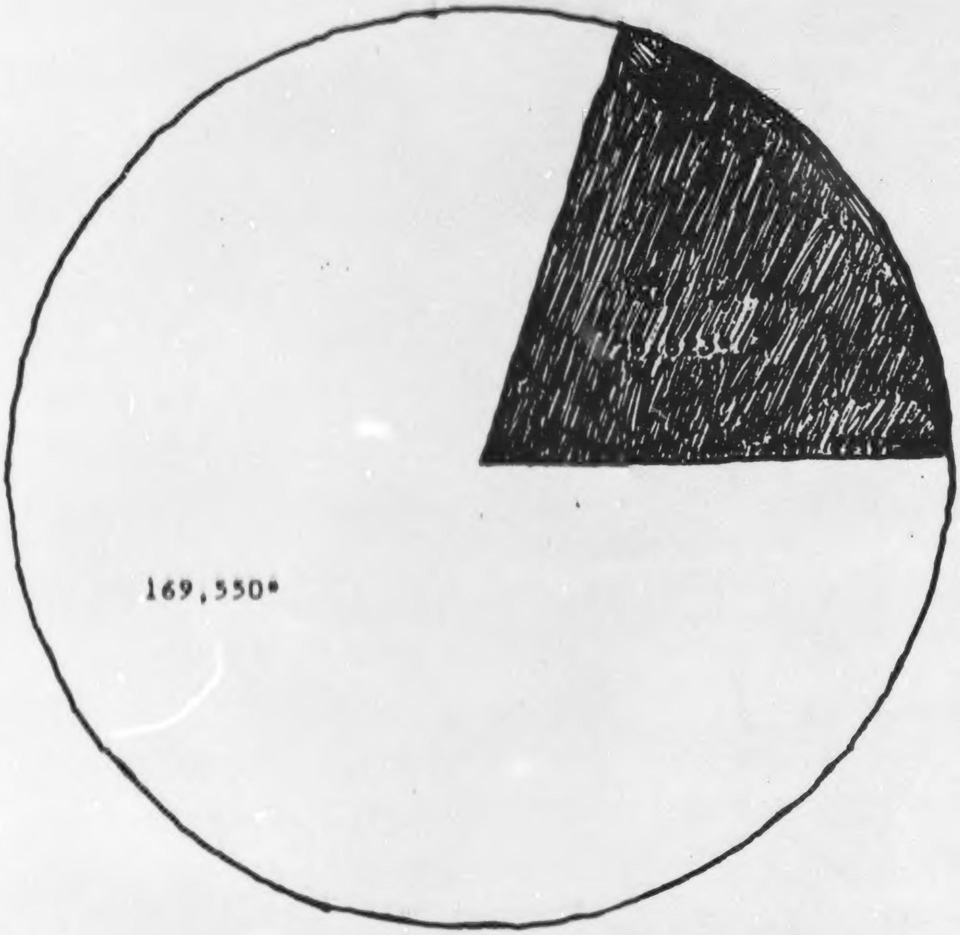
1. Turn in at end of each month until we have carbons We'll copy and return to you to keep in a student folder. May be of value to go over with the student at intervals--to prove to them and you how much they have achieved.

VOLUNTEER SUPERVISOR is there to help. Hopefully, ideally, an experienced turtor will also be assigned to help. Feel free to contact either of them or the office with anything that you may need or any problems. Both Carolyn and I have taught, as have the Volunteer Supervisors. Until we have someone in your area to act as a Supervisor and/or 'helper' we may send anexperienced volunteer from some other area to help if both of us are unable to make it.

ROLE PLAYING

CONCLUSION

ONE IN FIVE
COLLIN COUNTY RESIDENTS
CANNOT READ OR WRITE



Population estimates (January 1, 1983) provided by North Central Texas Council of Governments

STATISTICAL PERSPECTIVE

Functionally Illiterate in Collin County

by City

CITY	JAN. 1, 1983	17% FUNCTIONAL ILLITERATE POPULATION
Allen	10,250	1,742
Celina	1,600	272
Farmersville	2,450	416
Frisco	3,950	671
Lucas	1,800	306
McKinney	17,800	3,026
Murphy	1,500	255
Parker	1,150	195
Plano	88,250	15,002
Princeton	2,300	391
Wylie	3,700	629

CONTRAST BETWEEN CHILDREN & ADULTS

CHILDREN	ADULTS
Have little experience of knowledge	Have long experience extensive knowledge in some areas
Have unlimited time--are future orineted	Have limited time; are oriented to present; are pragmatic learners
Can accept some failure	Cannot accept failure; need encouragement
Can be compared to other children	Should not be compared to other adults; but only to personal progress
Will accept grades	Are fearful of grades
Will accept teacher as authority figure	Will not accept teacher as authority figure
Have few outside distractions	May have compelling outside distractions
Can be directed and supervised	Prefer self-learning materials and techniques
Can use more print materials	Depend more on audio-visual aids
Can be assigned busy work	Will not accept busy work
Can accept need for instruction	Frequently ashamed of need for instruction
Can be treated firmly	Must be treated with dignity and respect
Are under legal compulsion to attend school	Are voluntary participants in classes
Will accept inferior teaching techniques, methods, and materials	Will recognize unsuccessful methods and techniques and inferior materials
Will require discipline	Present no discipline problems
Will appear at stipulated times	Will require frequent follow-up
Will accept abstract learnings	Will demand concrete and practical learnings which can be applied to personal and real problems

Some basic principles of adult learning include the following:

A. Adult Learners...

1. are pragmatic learners with short-term goals,
2. are willing and cooperative learners,
3. are ashamed of their illiteracy,
4. may have more auditory and visual problems and need more heat and light,
5. have established habit patterns and values that may conflict with student role,
6. will not tolerate petty rules, busy work and authoritarian figures,
7. can recognize when progress is being made and will drop out when they can see no advancement,
8. are less likely to accept criticism or failure than younger students,
9. are not willing to be compared with others but only with own progress toward stated goals.

ACTIVE LISTENER RESPONSE

You're concerned that your supervisor expects you to get a GED certificate, but you are hesitant to try the test-- you're not sure you can pass it yet. So you feel torn; you need the certifiicate, but you are not sure you can get it right away. Is that it?

Your kids are bothering you; you are disturbed because they always seem upset?

Activity 4:

CHECKLIST

Listening is:

1. an active rather than a passive process;
2. a skill which requires concentration;
3. a skill which goes beyond hearing;
4. a skill which requires readers to bring their own experiences to the speaker's message;
5. a skill which is a prerequisite to all other language skills.

Listening is not:

1. a passive activity;
2. synonymous with hearing;
3. just being quiet in the classroom;
4. an isolated skill ;
5. assumed; it must be taught.

Activity 3:

TRAITS OF A GOOD LISTENER

One way to evaluate whether or not a student is a good listener is to know and understand the characteristics of a good listener. Teachers may wish to develop a checklist using the following criteria as a guide for good informational listening.

A good listener is an individual who:

1. concentrates alertly and consciously.
2. identifies the central idea of the speaker.
3. identifies and relates the supporting ideas or details of the speaker.
4. retains the logical sequence of the topic.
5. mentally maintains a running summary of the speaker's points.
6. asks mental questions and listens for their answers as the topic is discussed.
7. critically identifies emotional tones or catch phrases.
8. relates other knowledge to the topic as it is being presented, making justifiable inferences.
9. makes mental notes of agreement and disagreement.
10. asks questions for clarification.

Source: Burns, Paul C. and Broman, Betty L. The Language Arts in Childhood Education, 3rd Edition. © Rand McNally College Publishing Co.: Chicago, 1975, p.p. 98-101. Reprinted with permission.

The One-Upper

The responder says your situation is not that important and tops your story with one of her/his own.

1. "You think your boss is unreasonable? You should have heard mine pushing me to get a Master's degree."
2. "You think your kids are bad? You should have heard the fuss at my house when I left tonight."
3. "You think you're scared? I was really petrified when I applied for this job! I was interviewed by a whole panel of people, including the principal and the superintendent."

The Discounter

This person lets you know your feelings don't count.

1. "You'll soon get over the idea that you are not ready."
2. "Don't let them bother you; you will soon get to the point where you won't even hear them."
3. "Don't worry about it, you'll do just fine. We all feel scared the first time we interview."

The Cross-Examiner

This individual fires questions, not to help the speaker see the situation more clearly, but to "pin" some blame on the speaker.

1. "What's the matter, haven't you been studying your lessons and taking the practice tests?"
2. "What are they yelling about? Do you feed them before you leave?"
3. "Why not? Haven't you been practicing interviewing?"

The Boss

The Boss indicates his way is the only right way.

1. "If you'd taken it when I told you to, you'd have that certificate by now."
2. "If you would lay the law down like I told you to do, they'd straighten up!"
3. "We went over what to say in an interview last month. All you have to do is remember what you learned here."

The Put Downer

Sarcasm tells the speaker that his feelings are not important. Examples of Put-Downs are:

1. "You'll have a gray beard before you will feel ready to take the tests. You don't have to make a 100 to pass, you know."
2. "What's the matter, you afraid the neighbors will complain about the noise?"
3. "So you don't get the job--nobody gets every job he interviews for. You win a few and lose a few! That's life! Or maybe you expect to be different?"

The Analyst

She/he knows what the problem really is, but, of course, you don't.

1. "You are a perfectionist, that's why you're afraid to take it."
2. "Your kids sound spoiled--like most kids today. They get too much and are used to having their own way."
3. "You don't have any self-confidence, that's your trouble. You really don't have anything to worry about."

The Advice-Giver

The responder has an answer to everything. Advice-Givers use lots of "shoulds" and "oughts" along with trite statements.

1. "Well, you really ought to go ahead and take it. You should at least try it and see how you do."
2. "You should put your foot down! Maybe you ought to take a course in Assertive Training or Child Psychology."
3. "You should think more positively. Take a few deep breaths to steady your nerves just before you start the interview. And of course, you ought to rehearse what you can say about your abilities."

The teacher of adults must....

1. have real empathy for adult students,
2. understand the various life styles and values,
3. win the respect and confidence of adult students, but not become best friends,
4. recognize that the adult is a voluntary participant in the educational program,
5. be prepared for irregular attendance and follow up because personal problems can distract the adult student,
6. be generous with praise and encouragement,
7. appreciate the special training, abilities, and experience of adults,
8. know that initial rapid learning might be a result of the adult relearning of basic skills and that a learning plateau might occur,
9. be aware that his/her teaching may have important and far-reaching effects in the lives of the adult receiving the instruction.

Adults learn best when....

1. they are aware of the need for learning,
2. the teachers shows a personal interest in them, but not so personal that teacher-student relationship is lost,
3. multi-sensory techniques are used,
4. their learnings are immediately relevant to personal goals and life-styles,
5. they have immediate success through mastery of small steps to a stated goal,
6. new learnings are reinforced through immediate use in review or repetition.

Remember that the funtionally illiterate adult is interested in the same things in which other adults are interested. These include taxes, war, children, health practices, consumer education, money, citizen rights, and job opportunities. Whenever reading practice can be done in "real life" materials, motivation is increased.

Rewrite the sentences using standardized English:

Example: Bob came on uptight, but now we think he's one cool dude--he has his head together.

Bob seemed nervous at first, but now we think he is a fine person; he knows what he wants to do with his life.

1. Jim split for the coast last week.

2. No time for breakfast, I'll grab a bite on the run.

3. His old lady was freaked out by her new job.

4. Wow, man, those rides at the carnival were a rip-off!

5. Yeah, but the double ferris wheel was outa sight!

More academic methods of vocabulary acquisition are through wide reading and the use of vocabulary workbooks.

COLLIN COUNTY ADULT LITERACY
ALLEN ISD COMMUNITY EDUCATION
"RIGHT TO READ"

VOLUNTEER REQUEST FORM
COLLIN COUNTY LITERACY COUNCIL
AISD RIGHT TO READ PROGRAM
300 S. Cedar
Box 13, Allen, Texas 75002

(214) 727-6022 (214) 423-9401

Volunteer Director: Ruth Pringle

Date JANUARY 6, 1984

Length of Job: THREE MONTH MIN. REQUESTED

Location: TIME AND PLACE SCHEDULED ON INDIVIDUAL BASIS

Job Title: RIGHT TO READ ADULT LITERACY TUTOR

Job Description: TUTOR WILL WORK ON A ONE TO ONE BASIS TEACHING BASIC READING AND WRITING SKILLS TO AN ASSIGNED ADULT. NO PRIOR TEACHING EXPERIENCE OR TRAINING IS REQUIRED. VOLUNTEER WILL RECEIVE 6 HOURS OF TRAINING WITH AN ADDITIONAL 2 HOURS OF CLASSROOM OBSERVATION PRIOR TO BEGINNING TUTORING. VOLUNTEER MUST BE AT LEAST 18 YEARS OF AGE AND POSSESS A DESIRE TO WORK WITH ADULTS. STAFF CONTACT WITH TUTOR MAINTAINED THROUGHOUT INSTRUCTION.

ALLEN ISD COMMUNITY EDUCATION
COLLIN COUNTY ADULT LITERACY COUNCIL
STUDENT & TUTOR RECRUITMENT

TARGET CITIES, ALLEN, FRISCO, & MCKINNEY

January 1984

NAME______________________________SPOUSES NAME_________________________

HOME PHONE________________________BUSINESS PHONE_______________________

AGENDA ADDRESS____

OTHER____

INTRODUCTION:

A. News releases will go to all county newspapers and to Dallas Morning News and to Dallas Times Herald, Dallas Publications, ex: Big D Magazine, Plano Magazine, Business and Industry Newsletters, and Church Newsletters.

B. Student Recruitment strategy is based on taking students through "Stages of Readiness."

C. Most recruitment methods listed provide for both Tutor and Student recruitment.

I. "Unaware Stage" - Recruitment effort is characterised by a shotgun approach while conveying a simple message that a "Right to Read" program is available to adults.

* UPDATE AS NECESSARY

Methods	Contact	
	Perform	Make
a. News releases, ex: Right to Read Program, Literacy Council, Proclamation, Teaching Methods, etc.....	completed list attached	
b. Phamphlet Distribution -New Comer packets for cities	McKinney - Joe Allen -Barbara Frisco -Staff	
-Literacy Council Members	all	
-Libraries	McKinney-Randy Frisco-Staff Allen-Barbara	
-Visiting Nurses Association		
-Chamber of Commerce		Mck-Bill Allen-Staff

ALLEN ISD COMMUNITY EDUCATION - RIGHT TO READ PROGRAM
COLLIN COUNTY ADULT LITERACY COUNCIL

JANUARY 1984

RECRUITMENT EFFORTS

TARGET CITIES, ALLEN, FRISCO & MCKINNEY

LOCAL SPONSOR RELEASE focus City		GENERAL RELEASE focus County
-Frisco		-Dallas Morning News
-McKinney		-North City News
	Susan Brenna	-Dallas Times Herald
		-D Magazine
		-North Dallas News
		-Plano Profile
		-Plano Review
		-Plano Daily Star Courier
		-First Call For Help

Methods:	Contact	
	Perform	Make
c. 8½ by 11" Flier distribution and poster distribution		
-Post Office	Cannot	
-Laundromats	McKinney-Joe Allen-	
-Banks	Allen- McKinney-Bill,Randy	
-Beauty and Barber Shops	Allen- McKinney-Joe	
-Churches	Allen- McKinney-Joe, Randy	
-Doctor's Office	Allen- McKinney-	
-Food Stamp Office	McKinney-Randy	
-Real Estate Office	Allen- McKinney-	
-Super Markets	Allen, McKinney, Frisco-Liz	
-Retired Senior Volunteer Program	Allen-Staff,McKinney-	
d. Public Service Announcements on -Radio -Television	Staff & Consultants	
e. Direct Mail Community Education brochure in		
-Allen	"	
-McKinney		
-Wylie	Completed	
-Princeton	"	
-Frisco	"	
-Van Alstyne	"	
f. Allen ISD District Newsletter	Staff	
g. Church Bulletins	McKinney-Randy Mrs. Cavazos Allen-	
h. Cable T. V.	McKinney-Randy Allen-Barbara	
i. Take-home sheet with kids	McKinney- Allen-Staff	

Methods:	Contact Perform	Make
j. Southern Baptist Association Letter		Gerry
k. First Call For Help Column in Plano paper, written by Plano Information and Referral	completed	
II. "Aware Stage" - Recruitment effort is aimed at supplying more specific information and answering questions about the program.		
a. Personal presentation at Clubs, Civic Groups, etc...	Fred Bill Gerry Randy	Fred Bill Joe Gerry
b. Additional pamphlet distribution to groups	All members help	
c. T. V. coverage - Talk shows	Fred Gerry	Gerry
d. News release, more Human Interest Real Life Stories	Staff will get with members	
e. Radio Talk Shows	Fred Gerry	Bill Gerry
III. "Interested Stage" - Students are aware of program and benefits but are outweighed by perceived costs in time, mental stress, and embarrassment. Recruitment must focus on personal contact with student to show benefits outweigh costs and that they will be supported in this effort. "They are not alone."		
a. Referrals, distribute posters, pamphlet, etc.. (not in priority order)		
-Right to Read Students	Staff	
-Texas Employment Commission	Staff	
-Texas Rehabilition Commision	Staff	
-Blue collar industry, specifically maintenance departments, contact Personnel Office & Supervisors	Gerry	Gerry

Methods:	Contact	
	Perform	Make
-Maintenance Department for City & County contacts same as industry	Bill	Bill
-County Adult Probation Office		Bill
-Social Security Administration	Mrs. Cavazos	
-Counselors in Independent School Districts	Dorothea	
-Texas Department of Human Resources	Staff	
-MHMR	Lori	
-Mental Health Services of Collin County	Lori	
-LULAC	Joe	
-Headstart McKinney- Plano-	Gerry	
-Church Women United in McKinney	Randy	
-Plano Information and Referral	completed	
-Ministerial Alliances McKinney-Randy Allen-		
-Cooke County Adult Education Co-op	Dorothea	
-School Faculty		
-Military Recruiters	Dorothea	
-Police Departments Allen-		McK-Bill
-Hospital Admissions	Joe & Mrs. Cavazos	
-Rest Homes	Joe & Mrs. Cavazos	
-Red Cross	Dorothea	
-NAACP	Fred	
IV. "Desirous Stage" - Students are ready, await opportunity in safe enviroment. a. Courses offered various times: morning, noon, evening		
b. Courses offered various sites: churches, schools, jail, industries, etc.... Local Sponsors, McKinney, Frisco, Allen		Bill Joe Randy All
c. Courses offered various cities: Allen, Plano, McKinney, Frisco, etc....		All

Methods:	Contact	
	Perform	Make
V. "Action Stage" - Student satisfaction and retention in the program is main effort.		
VI. Additional Methods Tutor Recruitment		
-Mary Sue Andrews, Volunteers through Arco	Completed	
-Volunteer Placement Service:		
-Dallas Volunteer Center		
-Plano I & R	Completed	
-B. Dalton Books		
-Volunteer Directory for Churches, Cities and County		Joe

ONE IN FIVE ADULTS CANNOT READ

you can

ADULTS CANNOT READ:

- -Directions for taking medicine
- -Help wanted ads
- -Street signs
- -Phone numbers
- -Newspapers or magazines
- -Their child's homework

WHAT'S BEING DONE:

Collin County Adult Literacy Council and Allen ISD Community Education's "Right to Read" Program works with volunteer tutors to teach adults on a one to one basis how to read and write.

Call for information. 727-6022 or 423-9401(metro)
Courses to be held in your community.

WHAT YOU CAN DO:

-Volunteer to teach an adult how to read and write; training provided, no teaching experience required. Volunteer to be a local sponsor in your community.

-Care enough to tell someone who can't read about the "Right to Read" Program

ALLEN
INDEPENDENT
SCHOOL DISTRICT
ALLEN, TEXAS

Allen ISD Community Education's "Right to Read" Program
Phone: 727-6022 or 423-9401 (metro)
Office located at 200 South Cedar (Corner of Belmont and Cedar)
Allen, Texas

FOR MORE INFORMATION: Bob Outman, Allen ISD Community Ed.,
Collin County Adult Literacy Council,
727-6022 or metro 423-9401
or McKinney ISD Community Education, Local
Sponsor: 542-4425

FOR RELEASE: IMMEDIATELY, January 20, 1984

NEWS RELEASE
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ALLEN
INDEPENDENT
SCHOOL DISTRICT

ADULT "RIGHT TO READ" PROGRAM SPONSORED BY MCKINNEY COMMUNITY ED.

ALLEN, TX--One in five adults is functionally illiterate. This statement is not an exaggeration but a sad fact backed by research and census data.

"Functional illiteracy has no outward physical signs," states Bob Outman, Allen ISD Community Education director. "This is why people find the facts so hard to believe. But one in five men and women are out there who need help."

Functional illiteracy, by definition, is people of all ages, races and backgrounds who cannot read or write on a level which allows them to perform routine but vital functions of everyday life.

Examples: Reading a street sign; addressing an envelope; reading a perscription to take or give medication; reading a help wanted advertisement; voting; looking up information in a phone book; helping a child with homework; reading a newspaper or magazine; reading labels on foods or drugs; and so on.

This bottom line for men and women who are functionally illiterate is unfulfilled lives for themselves and/or their children.

-more-

To address this problem, the Allen ISD Community Education Office began an adult "Right to Read" program in September 1981. This year, with special funding from the Texas Education Agency, the Allen ISD also began the Collin County Adult Literacy Council. Council membership is countywide.

The Literacy Council employs the strategy that to have a significant impact on helping adults become readers, local sponsors in every community need to work closely with the "Right to Read" program, getting adults and volunteer tutors in the program.

"Due to the nature of the problem," states Ruth Pringle, Allen ISD "Right to Read" director, "we need multiple sponsors in every communtiy. McKinney ISD's Community Education is the first in the McKinney community to take this vital step."

Volunteers in the "Right to Read" program are trained to work on a one-to-one basis with adults in a private classroom setting. Teaching experience is not required of volunteers.

For more information about becoming a tutor, or to learn more about this program -- information which can be shared with a person in need -- call the McKinney ISD Community Education Office, 542-4425, or the Allen ISD Community Education Office, 727-6022 or metro 423-9401.

-more-

(Editor's Note: see additional information attached)

FOR MORE INFORMATION: Bob Outman, Allen ISD Community Ed.,
Collin County Adult Literacy Council
727-6022 or metro 423-9401

FOR RELEASE: IMMEDIATELY, 1984

ADULT " RIGHT TO READ" PROGRAM NEEDS LOCAL SPONSORS

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The Literacy Council employs the strategy that to have a significant impact on helping adults become readers, local sponsors in every community need to work closely with the "Right to Read" program, getting adults and volunteer tutors in the program.

"Due to the nature of the problem," states Ruth Pringle, Allen ISD "Right to Read" Director, "we need multiple sponsors in every community." Local sponsors would work closely with the "Right to Read" program and assist in recruiting of students and tutors and provide for proper facilities where classes could meet. "It's a service to your community that is second to none," states Ruth Pringle.

Volunteers in the "Right to Read" program are trained to work on a one-to-one basis with adults in a private classroom setting. Teaching experience is not required of volunteers.

For more information about becoming a tutor, or to learn more about this program - information which can be shared with a person in need - or about your group or organization becoming a local sponsor, call the Allen ISD Community Education Office, 727-6022 or metro 423-9401.

-more-

(Editor's Note: see additional information attached)

Allen ISD
Community Education
Adult Right to Read Program
For Use at Will
Date: "Recruitment Push"
February 20 - March 2

On going program
September through May
each year

From:
Name: Bob Outman
Allen ISD Community Education
Director
Address: 200 S. Cedar
Allen, Texas 75002
Telephone: 727-6022 or metro 423-9401
home 727-6868

Time: 30 seconds

Audio

ANNCR:

One in Five Adults, need to improve their reading for use at home, church, or on the job. Those adults who want to learn how to read or to improve their reading need to take note of the following Adult Reading Program in their area. The reading program is free of charge, instruction is one to one, and names of students are confidential. Take down the phone number of the program nearest you. In Frisco call 377-3464, McKinney 542-4425, and in Allen 727-6022, and ask about The Adult Right to Read Program. Many adults have learned to read, YOU CAN TOO!

Adult illiteracy prevalent in today's society

by Gary Hancock
Staff Writer

A handicap hidden within ever-increasing technology, illiteracy affects all. Some blame the schools. Some blame themselves.

In actuality there are a multitude of reasons for illiteracy; and the fact remains that one out of five adults in Collin County is considered to be functionally illiterate, a statistic that doesn't necessarily reflect a lack of intelligence but often a victim of circumstances.

Bob Outman, district coordinator for the Allen Independent School District's "Right to Read Program," cites several examples.

"All the people in our program are intelligent, but there are many factors involved here," Outman said. "Many illiterates are a by-product of a mobile society."

Those who never stayed long enough to adjust to the particulars of any one curriculum "may have just missed the boat," Outman said.

"They fake their way through school somehow. It sounds funny, but some are able to do it."

Undetected visual or hearing impairments can also lead to illiteracy as can emotional trauma during one's elementary years, Outman noted.

Extended illness at a pivotal time in the learning process is sometimes the culprit. The student simply falls behind but still finds a way to make the necessary grades.

And then there are those students who drop out for whatever reason. At times it is the home environment which spurs their decision. At other times it is the sense of failure reinforced by one's peers that invites dropping out.

And on occasion it is the school system itself that spawns illiteracy.

Regardless of the cause, illiteracy not only keeps the illiterate from realizing true potential but lessens the nation's productivitiy. It results annually in billions of dollars spent unnecessarily on welfare and unemployment compensation. Illiteracy affects more than just the illiterate.

Last week Outman sent a letter to Collin County Commissioners requesting $3,328.90 in federal revune sharing to aid the AISD's effort to expand its "Right-to-Read program" throughout the county.

"The more you study the problem, you see multi-sponsors having a better impact on the problem county-wide," Outman said. "I think that (enlisting multi-sponsors) is the most viable way to go when you are dealing with a large group of people...

"We have already received word from several organizations, including churches and civic clubs, throughout the county interested in sponsoring Right-to-Read programs.

"The problem is so widespread I think it is better to handle it at the grassroots level instead of having one central body like the AISD run the

See ILLITERACY, page 10

David Starbuck, left, a student in the Allen Independent School District's Right-to-Read program takes a few pointers on phonics from volunteer instructor Priscilla Tyree of Allen.

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AISD assists illiterates

From page 3

entire program."

Collin County, though, isn't alone in confronting the problem of illiteracy. Illiteracy is found coast to coast. It is a problem complicated by society's continual emphasis on the visual, television for example, and a decline in standards for writing and literature.

Illiteracy is a problem President Reagan committed to fighting with a speech in September.

In the president's words, "If we are to renew our economy, protect our freedom, we must sharpen the skills of every American mind and enlarge the potential of every American life...

"Conservative estimates are that 23 million Americans, one in five, are functionally illiterate, a statistic that includes men and women of every race, religion and economic status and every region of the country."

Ruth Pringle, who serves as a director to the AISD program, said the program is not designed to provide its students "sympathy but rather empathy."

"The student's goal is our goal, if the student wants to go to college, then that is what we will accomplish if at all possible...

"I worked for years around illiterate people but never knew it. I know it now. Illiteracy tends to perpetuate itself. People tend to think of illiterate as being real stupid, but that is not true. Somewhere along the line they simply missed out, she said.

"Students often come into the classroom with a very negative attitude. Their self-image doesn't match reality. They are more than capable of learning how to read."

The AISD Right-to-Read program began in June of 1982. The decision to create the program was based on the findings of a task force formed by the AISD Community Education Advisory Council to investigate adult illiteracy.

In October of 1982, the AISD Community Education Advisory Council received the North Texas Council of the International Reading Association's award for "Outstanding Literacy Advancement on the Local Level." And in July of 1983, AISD Community Education received a $15,000, one-year grant from the Texas Education Agency to organize a Collin County Adult Literacy Council for the purpose of creating public and private partnerships to expand the "Right-to Read program" in Collin County. Expansion efforts began in January and remain in progress.

AISD's Right-to-Read program currently staffs four administrators. In addition to Outman and Pringle, Juanelle Dalsing serves as the program's campus director and Carolyn Latimer as volunteer director.

The program enlists the talents of 22 volunteer tutors professionally trained for the program and serves the needs of 20 students. The aim of the directors is to expand the program to four target cities: Plano, Princeton, McKinney and Frisco. Upstart programs have already begun in McKinney and Frisco.

"We won't always get everyone in need of assistance to come in," Outman said.

"We're dealing with a lot of emotions here. People have a lot of pride, and it takes a lot of guts to call us up...

"Although I hate to admit it, part of the problem has to be with our schools," Outman said but added that he feels the AISD is not contributing to the problem and increased use of standardized testing in all schools is helping to alleviate the problem.

"There is only so much a

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school can do. A school has to work within a community. There are a lot of factors involved, including the student's home environment."

One student enrolled in the AISD Right-to-Read program blames his illiteracy squarely on the school system he grew up in.

The student, who wished to remain anonymous, said "Until I came here I never realized letters had different types of sounds.

"When it came my turn to read, when the teacher would go down the line, she would skip me. If she would have shown me how to sound words out (rather than recognizing words only by sight), I think I would have been okay. But when it got to be my turn, I would be skipped, and the kids would laugh.

"They would always try to find out what was wrong with me. Instead of teaching me how to read, they would have me work puzzles.

"After a while I would just sit in the back of the classroom and watch the hours go by. In fact, I graduated a year early and went to work with my dad laying bricks...

"In school I got to where I hated to hear the kids laugh. They were calling me stupid, but I couldn't believe people could act so dingy.

"Like any other normal person I could build the blocks they would give me. I just never learned how to sound out words." He is 24 years old.

The average age for the adult illiterate is 36. David Starbuck is a 36-year-old student enrolled in the AISD program.

Starbuck serves as a mechanic and has definitely seen his lack of reading skills hamper his career to the point he knew something had to be done.

"I can put together motor parts blindfolded, and it got to the point I was telling the certified mechanic I was working with what to do. But without being able to read, I had to have help with work orders, and I never could take the test to become certified."

Starbuck quit school in the fifth grade.

"I blame myself. I might not have received much encouragement, but I never learned to read because I didn't care to. I know now that I didn't care to read, because I didn't ever think I would be able to.

"I finally just gave up...

"But now, with a little girl in the first grade, I see the importance of being able to read. Without this course what would I be able to tell her when she comes to daddy for help reading 'Jack and Jill.' "

Both students have drawn on their resources through the years to hide their handicap from others.

However, the frustration of only being able to sign your name on a job application and nothing else was something they couldn't hide and a prime factor in their enrolling in the AISD program.

"It's just like it would be if you would go to Russia trying to find a restaurant or a shopping center," said the student who requested anonymity.

"You begin to recognize buildings by their shapes and ask a lot of questions...

"Before I could have recognized 'Men' or 'Women' on a restroom door, but if the door said something like 'Gentlemen,' I ran into problems. You just hide it and depend on a lot of people to help out."

Both students agreed their "knees were knocking" when they walked into the classroom for the first time, but also agree it has been a step in the right direction. They cite "self-confidence" as the key to their new outlook on life.

But the nerve-wracking experience of confronting a reading problem for the first time is not shared by the students alone. The instructors themselves are unsure how to react to a student during the first session.

The AISD "Right-to-Read program" offers instruction on a one-to-one basis, and both students and instructors feel this helps breaks the ice.

According to one Right-to-Read volunteer, Priscilla Tyree of Allen, "As a teacher you are as big a bundle of nerves as the student the first time you meet.

"However, you feel a deep satisfaction knowing that the person wants to learn so bad. And although some teacher may have failed somewhere, this time around I did it; because I took the time.

"I'm not knocking our schools, but I do feel that some children are overlooked in the same way that gifted children may be overlooked."

Holly Campbell, an instructor from Fairview, also shares the satisfaction of helping turn one's life around. But she, like Tyree, is concerned with whether progress in Right-to-Read programs will be matched by progressive approach towards the education of children.

"At a recent conference, we were told that our current generation of students will be the first to not surpass their parents in accumulation of scientific knowledge. And that is sad."

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Frisco Enterprise March 28, 1984

Community Ed begins Right-to-Read program

By Donna Isom

One in five adults, both men and women, in Collin County and across America cannot read.

Shocking and sad as this statement may be, it is not an exaggeration.

Twenty percent of the adult population cannot read directions on prescription drugs or labels on food packages. They cannot read street signs, or help wanted ads, or help a child with homework.

The Frisco ISD Community Education program in cooperation with the Collin County Adult Literacy Council is offering the functionally illiterate a chance to learn to read and write.

The program, that began this spring, matches persons who have reading or writing difficulties with a trained tutor on a one to one basis.

According to Frisco Community Education Director Doug Zambiasi, the program is free and dates and time schedules are designed to meet individual needs of the students and tutors.

Anyone interested in becoming a volunteer can contact Zambiasi at 377 3464. Teaching experience is not necessary, but caring and a genuine desire to help is required.

The Right to Read instruction is on a one to one basis in a private classroom environment, and students' names are confidential.

A major problem facing the program is informing functionally illiterate persons about the program. Because potential students are unable to read brochures or newspaper articles, word of mouth contact could be the only means many of tho persons can be reached.

Anyone aware of persons who could benefit by improving their reading and writing skills is asked to "care enough to let that person know about the Right to Read Program." Reading improves everyone's life.

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ch 11, 1984

Rev. Randy Stevens

Lori Swanson

Joe Cavazos

Liz Moseley

Collin County Adult Literacy Council chosen

Five local citizens have been selected to positions on the Collin County Adult Literacy Council. They are charter members of the council which was formed in October of 1983.

The Collin County Adult Literacy Council was formed to expand the Adult Right to Read Program in Collin County. The Right to Read Program trains volunteers to work on a one-to-one basis with adults to improve reading and writing skills. The program is free of charge and is aimed at the more than 28,000 adults in Collin County who are functionally illiterate.

President of the Council is the Reverend Randy Stevens. Stevens is the Pastor of the First Presbyterian Church in McKinney. He and his wife Monica, live in McKinney and have 3 children.

Vice President of the Council is Liz Moseley. Moseley is President of Moseley's Supermarkets and has been involved with the Right to Read Program since September of 1981. She is a former school teacher and a resident of Allen for 23 years.

Joe Cavazos has lived in McKinney since 1944 and his wife's name is Lois. Cavazos is a retired federal employee and was with the V.A. hospital for 33 years. He has one daughter, Linda, who lives in Garland.

Bill Roberts is Collin County Judge and a resident of Plano. He lives in Plano with his wife Tamara and their children.

Lori Swanson is Director of Mental Health Services for Collin County, Plano, for 3 years. Prior to this position she was with the Association for Retarded Citizens in Denton County.

Swanson held the office of President of the Youth Association of Retarded Citizens and served on the board. In 1981 she was voted Outstanding Young Woman of America. Swanson resides in Plano.

The Allen ISD Community Education Program originated the Right to Read Program in 1981 and is working with the Literacy Council to expand the program county-wide.

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Intro to Logo (Ages 10-14)

Course teaches the Turtle graphics commands of the Logo language. By navigating the Turtle across the computer screen the student develops a sense of control over the computer. Stimulating and challenging.. No previous computer experience needed.

38. Instructors: Bob and Sally Leeper
Meets: Saturdays, April 28, May 5, 12, and 19, 9-11 a.m.
Tuition: $11

Intro to Computers (Ages 10-14)

Course covers many of the fundamentals of the home computer. An opportunity to learn through hearing, seeing, and doing. Lots of hands-on experience helps in understanding how the computer functions.

39. Instructor: Bob and Sally Leeper
Meets: Tuesdays, April 24, May 1, 8 and 15, 7-9 p.m.
Tuition: $11

Personally Your's Charm School (Ages 9-19)

This program will cover Jazzersize, nutritious snacks and how to do a proper manicure.

40. Instructor: Jennifer Dadrill, Collin County extension agent, H.E.
Meets: Thursday, 7-8:30 p.m., April 26 only
Tuition: $3.50

Tumbling (Grades 6, 7 & 8)

Course is for Middle School students to sharpen their basic tumbling and gymnastic skills.

41. Instructor: Lori Van Besien
Meets: Tuesdays, 7-8 p.m., Old Middle School Cafeteria
Tuition: $10

Tumbling I (Ages 5-10)

Course designed to introduce the student to gymnastics and tumbling. Students, after learning and performing a forward roll, backward roll, cartwheel and headstand, may advance to Tumbling II (offered the following session).

42. Instructor: Lori Van Besien
Meets: Tuesdays and Thursdays, 5-6 p.m., Old Middle School Cafeteria
Tuition: $15

Tumbling II (Ages 5 and older)

Advanced course for those students who can execute a forward roll, backward roll, cartwheel and headstand, prior to entering the course.

43. Instructor: Lori Van Besien
Meets: Tuesdays and Thursdays, 6-7 p.m., Old Middle School Cafeteria
Tuition: $15

Horses

Every child wants a horse, this course offers the next best thing: learning about horses. Students will learn about different breeds of horses, how to take care of a horse, and training a horse. Two voluntary participation field trips will be scheduled to visit several of the outstanding training and breeding farms in this area. Riding lessons are NOT part of this course! This course is designed for all ages. ildren under 8-years-old must be accompanied by a parent. Course includes e demonstration with horses.

44. Instructor: Dr. Ann Shore
Meets: Tuesdays, 4:30-6 p.m., Old Middle School
Tuition: $10.50

Beginning Ballet (Ages 4-6) [A continuation of Beginning Ballet]

Instruction will cover the five basic ballet positions, body control and grace. Ballet shoes or "footies" required.

45. Instructor: Katrina Jones
Meets: Tuesdays and Thursdays, 3:45-4:15 p.m., Old Middle School Cafeteria
Tuition: $10

Intermediate Ballet (Ages 4-7) [A continuation of Intermediate Ballet]

For those students previously enrolled in Intermediate Ballet, or with instructor's approval.

46. Instructor: Katrina Jones
Meets: Tuesdays and Thursdays, 4:15-4:45 p.m., Old Middle School Cafeteria
Tuition: $10

(See Guitar under Communication and Personal Enrichment)

Adult Education

G.E.D. at Allen High School

G.E.D. at Allen High School

Earn your G.E.D. certificate (equal to high school diploma). You must be 17-years-old to enroll. For more information call 727-6022 or 423-9401.

47. Meets: Mondays and Wednesdays, 5:30-7 p.m.
Tuition: No charge

Right-to-Read

You may be able to read but others cannot. If you have a friend who has trouble reading, be a friend and tell him/her to call 727-6022 or 423-9401 for information on Adult Education classes.

48. Meets: Time and place scheduled on an individual basis
Tuition: No charge

One Out of Every Five Adults in Collin County Cannot Read

TUTORS NEEDED

Adults needed to tutor reading and writing on a one-to-one basis. Flexability in time and location. Six-hours training provided; no prior teaching experience required. Call 727-6022 or 423-9401 and ask for Ruth Pringle.

Continued on
next page . . .

ALLEN
INDEPENDENT
SCHOOL DISTRICT

Dr. John Horn, Superintendent

WE'VE HAD A VERY SUCCESSFUL YEAR!!!!!

Tutors, students and the staff have all learned--sometimes what not to do--but all have learned. If you have any suggestions or criticism [even if there does not appear to be a solution at this time] please call [727-6022 or 423-9401 metro]. All of us want this program to work well and each of us looks at it from a different viewpoint. THIS PROGRAM NEEDS YOUR INPUT.

Thanks to each of you, the program has been a success. The goal of the council was to have a 100% increased enrollment. We exceeded 200%. In addition we have had excellent tutors who have been willing to take the time to give outstanding instruction.

Hope we'll see you in the fall.

Sincerely,

Ruth Pringle

AISD, 200 South Cedar, P.O. Box 13, Allen, Texas 75002 • (214) 727-5705 • 248-0313 (metro)